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ABSTRACT

Lesson plans for activities in career education are presented in this teacher's guide designed for grades 6-8. The first section presents South Carolina's position on career education. Section two outlines suggested learner objectives to be attained under seven elements of career education: self-knowledge, decision-making skills, career awareness, economic awareness, educational awareness, attitudes and appreciation, and social awareness. The next section, the bulk of the document, contains the career education lesson plans: twenty-one for grade 6, twenty-two middle school-english, thirteen grade 7-math, twenty grade 7-choral music, nineteen grades 7 and 8-life and Earth science, twenty grade 7-remedial reading, twenty grades 7 and 8-physical education and health, twenty grade 8-art, ten grade 8-mathematics, and seventeen grades 7 and 8-social studies. Each lesson plan includes grade level, subject area, educational concept, element and element objective, activities, resources, and followup activities. (JB)

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A TEACHER'S GUIDE

TO

CAREER EDUCATION

6–8

South Carolina Department of Education

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South Carolina Department of Education
Office of Vocational Education
Career Education Section
Columbia, South Carolina 29201

September 1975

The major responsibility for the assimilation of the content of this booklet was assumed by South Carolina public school teachers who had participated in career education projects

PREFACE

This booklet is designed to assist the classroom teacher who is interested in the implementation of career education. Suggestions for activities in career education are presented via "lesson plans" prepared by public school teachers within South Carolina.

These lesson plans are intended to serve as springboards. Certainly each teacher may wish to impose his/her own approach to these examples of classroom instruction. After reviewing the booklet, the teacher should feel comfortable when planning and implementing his/her lesson plans which focus on career education principles.

In establishing the philosophical base for the instructional strategy labeled "career education," the following eight points should be considered:

1. Career education is geared toward all students of all economic, social, and ethnic backgrounds.
2. Career education is incorporated into all levels and disciplines.
3. Career education is concerned with all occupations and professions.
4. Career education includes the community.
5. Career education is life-time education (i.e., from the "womb to the tomb").
6. Career education is aimed at helping each learner to progress educationally and occupationally.
7. Career education is based on the principle of "no rejects" (i.e., it is open to all children).
8. Career education is based on certain values and beliefs:
   a. Every individual is of infinite value.
   b. Every individual is unique.
   c. Every individual has the right to become himself.

The South Carolina Department of Education solicits the interest and support of all facets of the educational community in the infusion into the existing curricula of the tenets inherent in this career education effort. Reactions and recommendations are invited and welcomed.

M. Ellen Tollison
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CAREER EDUCATION: SOUTH CAROLINA'S POSITION

In order to fully comprehend the position which the South Carolina Department of Education has assumed regarding career education, one must direct attention to definitions of the two words – "career" and "education." These definitions* can be assigned as follows:

> 'Career" is the totality of work one does in his or her lifetime.
>
> "Education" is the totality of experiences through which one learns, i.e., including more than the formal educational system.

Thus, "career education" can be defined generically as follows:

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

Using the above stated definition as a basis for interpretation one can define* "work" as follows:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Thus, work centers around the basic human need for accomplishment and the broader societal need for productivity. Consequently, it includes unpaid activities as well as paid employment.

This generic definition of career education is intended to connote an extremely broad and encompassing interpretation. It emphasizes educators' responsibility in the preparation of individuals for work as one of the basic goals of American education. In addition, this definition supplies students with a solidly established reason for engaging in education. Furthermore, it provides one societal basis for supporting the educational system. IN NO WAY, however, does anyone attempt to say that career education is the only goal or even necessarily the most important goal for any student or for any educational system; yet it is a meritorious and vital goal.

Although the concept inherent in career education is not the only answer to the perpetually asked question: "Why must I learn this?", it can serve well as a universally common answer. It can be applied to all persons in all kinds of educational settings, both within and outside formal education. Easy to grasp is the fact that career education encompasses study of economic man; still, it stretches beyond this aspect to the more extensive views of productivity in one's total lifestyle, including leisure time.

Career education is neither academic education nor vocational education; it is a human, realistic, and practical approach to education which seeks to bridge the gap between the two. It involves a total concept which permeates all education, giving a new centrality to the educational objective dealing with a successful preparation of every individual for a participating, contributing and self-fulfilled position in society.

The concept underlying career education, as adopted by the Council of Chief State School Officers (June 13, 1974), Washington, D.C., is:

> Career Education is essentially an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career Education extends the academic world to the world of work. In scope, Career Education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of Career Education includes awareness of self and the world of work, broad orientation to occupations (professional and non-professional), in-depth exploration of selected clusters, career preparation, an understanding of the economic system of which jobs are a part, and placement for all students.

"For the first time in the history of career education, we have a Congressional mandate for career education. By enacting Section 406, Title IV, Public Law 90-380, the Congress has made career education a law of the land. It is no longer simply a project of the Executive Branch of the Government." This observation was announced by Dr. T. H. Bell, United States Commissioner of Education, to the National Conference for State Coordinators of Career Education, Ohio State University, October 31, 1974. The legislation to which he referred is stated, in part, as follows:

> (d) For the purpose of this section the term "career education" means an education process designed –
>
> (1) to increase the relationship between schools and safety as a whole;

***For evidence of South Carolina's direct alignment with the stance assumed by the United States Office of Education, refer to a paper entitled, *Career Education: Toward a Third Environment*, authored by Dr. Kenneth Hoyt, Associate Commissioner for Career Education and approved as Health, Education and Welfare policy in September, 1974.**

(2) to provide opportunities for counseling, guidance, and career development for all children;
(3) to relate the subject matter of the curricula of schools to the needs of persons to function in society;
(4) to extend the concept of the education process beyond the school into the area of employment and the community;
(5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;
(6) to make education more relevant to employment and functioning in society; and
(7) to eliminate any distinction between education for vocational purposes and general or academic education.

The South Carolina Department of Education Career Education Section adheres to this philosophy which is being espoused in Washington, D.C., via operating under the following premise:

> Career Education is a sequential, developmental process of specialized experiences for all people (kindergarten through adulthood). This process incorporates currently established curricula into "real life" situations thereby providing the individual with affective knowledge of attitude and values formation as well as cognitive skills. It provides a personal approach in education, geared toward preparing the individual to rationally choose his place in the working society.

Integral to this position which has been assumed is the attention which must be given to a collaborative effort involving –

(1) the formal educational system,
(2) the business-labor-industry-professional-government community,
(3) the home and family structure.

The manner in which all three of these basic aspects of society work together to make education as preparation for work both a prominent and permanent goal of all education determines one of the key symbols of success of the career education movement.

As is the case with most attempts to describe a concept . . . an outlook . . . an approach . . . a philosophy, this statement of "position" is oversimplified; however, the essence of the information which this paper has been designed to convey is that there is no longer any one curriculum, any one answer, any one mode of operation which has permanent application. Hence, some provision needs to be established as the basis for bringing together these often divergent activities into a flexible process for continuous learning, uniquely fitted to the individual and the changes in society.

Thus, the South Carolina Department of Education, aware that perhaps the label "career education" will eventually disappear, maintains that the basic tenets inherent in career education will not vanish. These principles serve as support for the belief that individuals must be exposed to more than content-learning, i.e., that teachers, parents, and the community must be actively concerned with all that affects the growth of the individual (social, physical, spiritual, aesthetic, mental, emotional, etc.).

LEARNER OBJECTIVES

The South Carolina Department of Education Career Education Staff has outlined suggested learner objectives to be attained under each of the designated seven BASIC ELEMENTS: Self-Knowledge, Decision-Making Skills, Career Awareness, Economic Awareness, Educational Awareness, Attitudes and Appreciation, Social Awareness. Certainly these objectives must be molded to accommodate individual school district characteristics; however, they do provide a base for implementation plans.

The following charts depict the seven Basic Elements with the lists of suggested learner objectives.

SELF–KNOWLEDGE

To understand that everyone is responsible for his/her own actions.

To feel the dignity of self on an individual basis as well as in groups.

To be aware of individual capabilities and limitations.

To develop a realistic self-perception of individual abilities as they relate to career choices.

To develop self-confidence in the pursuit of an anticipated career choice.

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

To understand that individuals differ in their abilities, attitudes, and aspirations.

To become able to achieve an innate personal satisfaction from work. (The job may be school.)

To know that the need for security causes many workers to keep the jobs they have.

To realize that if work allows a person to exercise his/her positive self-concept and meet his/her needs, then his/her performance will increase.

To understand that one should continually reassess one's attitudes and interests (i.e., values) in relationship to his/her present or anticipated lifestyle.

To recognize the vital importance of each family member.

To help match an individual's abilities and interests with the skills and process needed in the world of work.

To learn that the individual must be adaptable in a changing society.

DECISION–MAKING

To be able to cope with the consequences of personal decisions.

To recognize that all decisions made have a cause and an effect.

To be competent in the verbal and written analysis of alternatives.

To know and practice the components of the decision-making process:

(1) Identify problem or situation
(2) Consider alternatives
(3) Consider consequences of alternatives
(4) Select the best alternative
(5) Implement the best alternative
(6) Evaluate the results

To be able to solve school-related problems.

To apply the decision-making process to home and social problems.

To apply the decision-making process to the study and selection of careers.

To learn to reevaluate a prior decision when new information is available.

To understand that career development requires sequential series of choices.

To know that training or pursuing a career choice helps develop who a student really is.

To know that a tentative career choice should be based on attitudes, values, and interests and to know that this choice requires in-depth study.

To be knowledgable about the flexibility of career education.

To recognize and accept others' decisions.

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

To possess self-knowledge when making realistic life choices.

CAREER AWARENESS

To know the jobs of home members and school personnel.

To relate home and school jobs to community functions.

To know the jobs necessary to maintain the community.

To compare and contrast local jobs to national and international jobs.

To understand the relationship between attitudes and values and different careers.

To know that work organizations are human organizations.

To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.

To recognize that an individual may be suited for numerous occupations.

To know that much of one's total life routine is organized around the work one does.

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

To know that vocational choice is determined by social, individual, and economic factors, each of which may independently influence an individual.

To realize that geographical location determines the kinds of work found therein.

To understand that in our culture a person's preference of work (not necessarily his/her actual employment) indicates much about him/her that is significant.

To comprehend that school is a job.

To realize that hobbies and interests may lead to a vocation.

ECONOMIC AWARENESS

To identify within the home unit what is available, needed, wanted, luxury.

To understand the system of exchange of goods and services.

To understand the difference between the money exchange system and the barter system.

To comprehend the United States monetary system.

To understand the process of and relationship between production and distribution of goods and service.

To understand the law of supply and demand as a determinant in occupational choice.

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

To recognize the financial and legal tools that govern and protect the worker.

To apply knowledge of economic responsibilities to career decisions.

To understand the economic implications brought about when a career decision is made.

To know that most people spend their lives serving or in the service of others.

To take notice that a major reason most people work is money. ("Economic Security" is often found to take first place in job satisfaction studies.) Certainly, however, variety of activity and a chance to employ an individual's particular talents or skills also weigh heavily in the satisfaction a job affords.

To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

To recognize that work is a way of winning economic independence.

To understand that some workers produce goods while others produce services.

To be alert to the fact that technological progress changes, eliminates, and creates work.

To comprehend certain basic principles of the economy like capitalism, supply and demand, taxes, and money exchange.

EDUCATIONAL AWARENESS

To know that school is a job which requires certain basic skills for success.

To realize that workers need some kind of special training and knowledge for most jobs.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

To understand that specialized skills lead to interdependency of jobs.

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

To learn that human relations skills (e.g., communication) are as necessary as computational skills.

To recognize that there are many training channels directed toward job entry.

To acquire the basic skills and habits found in the working world.

To understand that knowledge or skills which are transferable will facilitate retraining.

ATTITUDES AND APPRECIATIONS

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

To recognize the vital importance of a cooperative spirit.

To learn to analyze working roles according to advantages and disadvantages.

To understand the relationship between occupations and their changes.

To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values related to life choices.)

To know that the ability to perceive the environment affects one's attitudes toward work.

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

To realize that work affords different rewards to individuals (e.g., monetary or personal).

SOCIAL AWARENESS

To understand the need for cooperation in the completion of tasks.

To be able to accept criticism and direction.

To assume responsibility.

To understand the approach needed to resolve personal conflict between one's individual goals and group goals.

To relate the similarity between the order and structure of a school environment to society at large.

To know that work is a means of developing social relationships (i.e., acquiring social status and prestige).

To understand that personal relationships with fellow workers are important to job satisfaction.

To realize that an individual's work affects his/her standard of living (i.e., his/her total life-style).

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To understand that all jobs are dependent upon other jobs.

To realize that society is dependent upon the work of many people.

To know that society provides rewards for work.

GRADE 6

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Transportation

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To know that individuals differ in their abilities, attitudes, and aspirations.
2) To know that the need for security causes many workers to keep the jobs they have.

Attitudes & Appreciations

1) To understand the relationship between occupations and their changes.
2) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.
3) To develop healthy work habits.

Decision Making

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs. (Continued on Reverse Page)

ACTIVITIES:

1. Choose major types of transportation in the area and make models of each.
2. Make posters of the people in each area and their title. (ex. pilot, engineer, stewardess)
3. Make a time line to show the development of each type of transportation.
4. Watch films.
5. Visit an airport or bus station or get resource people to visit class.
6. Those interested in fashion might do research work to find if uniforms have changed in style.

RESOURCES: Films - Cities and Transportation - Moving People and Goods (3303. P.I.), Ocean Voyage (6049. P.I.), The Transportation Revolution (7191 I, Jh.)

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Career Awareness

To realize that hobbies and interests may lead to a vocation. To know that much of one's total life routine is organized around the work one does.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

1) To understand that some workers produce goods while others produce services.

2) To be alert that technological progress changes, eliminates, and creates work.

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Communication (Oral) television, radio, telephone

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice. To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciation

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings. To realize that work means different things to different individuals.

Decision Making

To know that career decisions must correlate with one's goals in life (e.g., money, hours). To be knowledgeable about the flexibility of career decisions.

Educational Awareness

1) To learn that human relations skills (e.g., communication) are as necessary

(Continued on Reverse Page)

ACTIVITIES:

1. Study films.
2. Role playing - telephone operator and T.V. announcer.
3. Watch a T.V. program and observe the list of people needed to work on the show.
4. Pick a T.V. favorite and write and perform an episode of the show.
5. Make field trips if possible. If not, get a resource person from each area.

RESOURCES: Films - Radio and Radar (6188 I, Jh.), Draw Me a Telephone (Bell, P.I, Jh, ...)
We Learn About the Telephone (Bell, I, Jh. Sh.)

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Educational Awareness

as computational skills.

2) To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To know the jobs necessary to maintain the community. To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To be able to accept criticism and direction to assume responsibility. To understand that all jobs are dependent upon other jobs. To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 6

SUBJECT: Math, Social Studies

EDUCATIONAL CONCEPT: Mathematics in Geography (measurement and graphing)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To learn that everyone is respons'ble for his/her own actions.
2) To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

1) To recognize the importance of a cooperative spirit.
2) To understand the relationship between occupations and their changes.
3) To realize that work means different things to different individuals.

Decision Making

1) To know that career decisions must correlate with one's goals in life.
2) To be knowledgeable about the flexibility of career decisions.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.

(Continued on Reverse Page)

ACTIVITIES:

1. Put teams in charge of certain countries. Do graphs to show rainfall, population.
2. Use rain guage to measure and graph the area's rainfall.
3. Working in groups - use road maps to find distances between various cities.
4. Class discussion on who might use graphs or measurement in every day work.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Educational Awareness

2) To learn that specialized skills lead to interdependency of jobs.

Career Awareness

1) To relate home and school jobs to community functions.
2) To compare and contrast local jobs to national and international jobs.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.
2) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To comprehend the tools of business.
2) To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 6

SUBJECT: Health

EDUCATIONAL CONCEPT: Public Health Services

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To become able to achieve an innate personal satisfaction in work.
2) To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciations

1) To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).
2) To understand the need to make a meaningful career choice. (Individuals are responsible for their career planning and personal values relate to life choices.

Decision Making

1) To be able to cope with the consequences of personal decisions.
2) To learn to reevaluate a prior decision when new information is available.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for

ACTIVITIES: (Continued on Reverse Page)

1. Using health books and reference material, find duties of health department.
2. Illustrate duties in shadow boxes.
3. Show films.
4. Write and present a short play about public health services during some type of emergency.
5. Invite a member of the health department to visit the class.
6. Discuss the problems and rewards of this type of work.

RESOURCES: Films - The Hospital (6166 P., I., Jh.) Community Health and You (3187. Jh., Sh.)

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Educational Awareness

most jobs.

Career Awareness

1) To know the jobs necessary to maintain the community.
2) To know that work organizations are human organizations.
3) To compare and contrast local jobs to national and international jobs.

Social Awareness

1) To realize that society is dependent upon the work of many people.
2) To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

Economic Awareness

1) To understand that some workers produce goods while others produce services.
2) To know that most people spend their lives serving or in the service of others.

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: The Need for Housing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To be aware of individual capabilities and limitations.
2) To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes & Appreciations

1) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)
2) To recognize the vital importance of a cooperative spirit.

Decision Making

1) To be knowledgeable about the flexibility of career decisions.
2) To know that career decisions must correlate with one's goals in life (e.g., money, hours).

Educational Awareness

1) To recognize that there are many training channels directed toward job entry.

(Continued on Reverse Page)

ACTIVITIES:

1. Make shadow boxes showing houses of different cultures.
2. Show films.
3. Build models of different types of American homes- apartment, condominium, house, mobile home.
4. Have realtor visit and explain how people go about getting homes.
5. Get an architect to explain stages in building homes.

RESOURCES: Films - World Full of Homes (6081 P.I.) Shelter: Almost Anyone Can Build a House (7424 Pre. P., I.)

FOLLOW-UP ACTIVITIES:

Watch a house being built. Make drawings showing the stages.

Elements and Element Objectives Continued: Educational Awareness

2) To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

1) To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation and social prestige.

Social Awareness

1) To know that society provides rewards for work.
2) To understand the need for cooperation in the completion of tasks.

Economic Awareness

1) To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Law Enforcement

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that everyone is responsible for his/her own actions.
2) To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

1) To recognize the vital importance of a cooperative spirit.
2) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.

Decision Making

1) To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)
2) To know that a tentative career choice should be based on attitudes, values, and interests and requires in depth study.

Educational Awareness

1) To acquire the basic skills and habits found in the working world.

(Continued on Reverse Page)

ACTIVITIES:

1. Show films.
2. Do research work on the various types of policemen and their duties.
3. Teams of students must each find five laws and penalties for breaking.
4. Visit a police station or have a policeman visit the class.
5. Visit a court room or act out a court session in class.

RESOURCES: Film - Fire and Police Service (3090. Jh, Sh.) Traffic Law Observance and Enforcement (12353. Jh, Sh.) The Policeman (6759. P. I., Jh., Sh., C, A)

FOLLOW-UP ACTIVITIES:

Set up a class court room to try students accused of something. Make a set of laws for the classroom and penalties for breaking them.

Elements and Element Objectives Continued:

Educational Awareness

2) To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

1) To know the jobs necessary to maintain the community.
2) To know that much of one's total life routine is organized around the work one does.

Social Awareness

1) To realize that society is dependent upon the work of many people.
2) To realize that an individual's work affects his/her standard of living (i.e., his total life-style).

Economic Awareness

1) To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Fire and Rescue Services

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that individuals differ in their abilities, attitudes, and aspirations.
2) To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes & Appreciations

1) To recognize the vital importance of a cooperative spirit.
2) To learn to analyze working roles according to advantages and disadvantages.

Decision Making

1) To be able to solve school related problems.
2) To know that career decisions must correlate with one's goals in life.
3) To recognize and accept others decisions.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge

(Continued on Reverse Page)

ACTIVITIES:

1. Watch films.
2. Rescue squad visited school to show equipment and how it was used.
3. Class visited fire department to see a drill and their use of equipment.
4. Nurse visited the school to teach First Aid.
5. Groups made posters to show ways of fire prevention and ways of escaping in case of a fire.

RESOURCES: Films - Fire Prevention (in the Home) 6606. P. I., Fire and Police Service (3390 Jh., Sh.)

FOLLOW-UP ACTIVITIES:

Class directed a school fire drill.

Elements and Element Objectives Continued:

Educational Awareness

for most jobs.
2) To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

1) To know the jobs necessary to maintain the community.
2) To know that much of one's total life routine is organized around the work one does.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.
2) To realize that society is dependent upon the work of many people.
3) To be able to accept criticism and direction to assume responsibility.

Economic Awareness

1) To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 6

SUBJECT: Health

EDUCATIONAL CONCEPT: Dental Hygiene

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that everyone is responsible for his/her own actions.
2) To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

1) To learn to analyze working roles according to advantages and disadvantages.
2) To realize that work means different things to different individuals.

Decision Making

1) To apply the decision making process to the study and selection of careers.

Educational Awareness

1) To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

1) To know the jobs necessary to maintain the community.

ACTIVITIES: (Continued on Reverse Page)

1. Make posters of ways to care for teeth.
2. Public health department will send a dental hygienist to show the tools of a dentist. She will also explain other careers working with dental hygiene and give examples of what each does.
3. See film.
4. Discussion.

RESOURCES: Film - Dental Hygiene: How and Why. 3291, I, Jh.

FOLLOW-UP ACTIVITIES:

Health Department furnished each child with a tooth brush. We kept them at school and brushed after lunch each day.

Elements and Element Objectives Continued:

Social Awareness

1) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To know that most people spend their lives serving or in the service of others.

GRADE OR IGE UNIT: 6

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Finding Interest

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To feel the dignity of self on an individual basis as well as in groups.
2) To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

1) To realize that work means different things to different individuals.
2) To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

Decision Making

1) To possess self-knowledge when making realistic life choices.
2) To be able to cope with the consequences of personal decisions.

Educational Awareness

1) To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

(Continued on Reverse Page)

ACTIVITIES:

1. Make samples of a savings book from a nearby bank.
2. Each good paper or good deed means that a certain amount of money can be added to the student's savings account.
3. A corner of the room can be set up like a bank teller's window. The amount and date can be stamped in their book.
4. Interest is computed by each student at the end of each week. They can check their work at the teller's window. This can show the reward for work.
5. Resource person to explain how interest is used in installment buying.
6. Study films.
7. Class discussion.

RESOURCES: Film - Consumer Education: Installment Buying (7319 Jh, Sh, C).
Consumer Education: Retail Credit Buying (7320 Jh, Sh, C)

FOLLOW-UP ACTIVITIES:

Visit a bank to see what happens when people save money and what happens when people must borrow money.

Elements and Element Objectives Continued:

Career Awareness

1) To recognize that an individual may be suited for numerous different occupations.

Social Awareness

1) To know that society provides rewards for work.
2) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To develop the concept of financial management.

GRADE OR IGE UNIT: 6

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Whole Number Operations (add, subtract, multiply, divide)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that individuals differ in their abilities, attitudes, aspirations.
2) To know that the need for security causes many workers to keep the jobs they have.
3) To recognize the vital importance of each family member.

Attitudes & Appreciations

1) To recognize the importance of a cooperative spirit.
2) To develop healthy work habits.
3) To realize that work means different things to different individuals.

Decision Making

1) To be able to solve school related problems.

Educational Awareness

1) To know that school is a job which requires certain basic skills for success.

(Continued on Reverse Page)

ACTIVITIES:

1. To work with these operations we set up a grocery store in one corner of the room.
2. We used the grocery items and grocery ads for math class.
3. The class had to compare brands and find price per ounce.
4. They had to plan a menu, find the price of each item, find the total amount and add sales tax.
5. After everyone realized the need for a better understanding of math - even if one is just a housewife. We had a discussion to see what jobs were using math.
6. We made charts and poster showing the people who used math in their work.
7. See film.

RESOURCES: Film - What is Money? (191 I, Jh.)

FOLLOW-UP ACTIVITIES:

We took a tour of a grocery store to see people using math in their work.

Elements and Element Objectives Continued:

Educational Awareness

2) To acquire the basic skills and habits found in the working world.

Career Awareness

1) To realize that because of labor market demand, some people must take jobs that are available rather than being able to choose their vocations.
2) To comprehend that school is a job.

Social Awareness

1) To be able to accept criticism and direction to assume responsibility.

Economic Awareness

1) To develop the concept of financial management (i.e., earning, spending, borrowing, saving).
2) To comprehend certain basic principles of our economy like capitalism, supply and demand, and money exchange.

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: School Systems

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To know that every individual can learn to perform adequately and can contribute in a variety of situations.
2) To understand that individuals differ in their abilities, attitudes, and aspirations.

Attitudes & Appreciations

1) To recognize the vital importance of a cooperative spirit.
2) To learn to analyze working roles according to advantages and disadvantages.

Decision Making

1) To know that a tentative career choice should be based on attitudes, values, and interests and requires in depth study.

Educational Awareness

1) To know that tentative educational plans must be formulated in order to arrive at a certain goal.

(Continued on Reverse Page)

ACTIVITIES:

1. See films.
2. Build a model school.
3. Invite superintendent to discuss the variety of jobs available.
4. Invite the principal to tell his/her duties and responsibilities.
5. Have a teacher appreciation day and let a student teach a class for a teacher or help her/him with a group.

RESOURCES: Films - Schools and Neighborhoods - Josh Gets a School (3264. P. I.)
Schools and Jobs (3265): Lots of People Work Here.

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Career Awareness

1) To know the job of home members and school personnel.
2) To comprehend that school is a job.
3) To realize that hobbies and interests may lead to a vocation.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.

Economic Awareness

1) To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 6

SUBJECT: Science, Social Studies

EDUCATIONAL CONCEPT: Supplying Community Water

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that individuals differ in their abilities, attitudes, and aspirations.
2) To understand that everyone is responsible for his/her own actions.

Attitudes & Appreciations

1) To recognize the vital importance of a cooperative spirit.
2) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).

Decision Making

1) To recognize and accept others decisions.
2) To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Educational Awareness

1) To realize that workers need some kind of special training and knowledge

(Continued on Reverse Page)

ACTIVITIES:

1. Use microscope to study river water and drinking water.
2. Visit a water filtration plant to see the steps in purification.
3. Resource person from nearby water district to explain how water gets to your home.
4. If any students are from another area, let them compare drinking with that from another city or state.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

for most jobs.
2) To recognize that there are many training channels directed toward job entry.

Career Awareness

1) To know the jobs necessary to maintain the community.

Social Awareness

1) To realize that society is dependent upon the work of many people.
2) To understand the need for cooperation in the completion of tasks.

Economic Awareness

1) To be alert that technological progress changes, eliminates, and creates work.
2) To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 6

SUBJECT: Health

EDUCATIONAL CONCEPT: Pollution

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that everyone is responsible for his/her own actions.
2) To learn that the individual must be adaptable in a changing society.

Attitudes & Appreciations

1) To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.
2) To recognize the importance of a cooperative spirit.

Decision Making

1) To be able to cope with the consequences of personal decisions.
2) To recognize and accept others decisions.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.

(Continued on Reverse Page)

ACTIVITIES:

1. Assign groups work in each of the types of pollution. They are to find pictures, make posters, etc.
2. Show films.
3. Do research to find causes of pollution.
4. Ask person from a pollution control center to visit class.
5. Pick a polluted spot near the school and decide how to eliminate it.
6. Clean up the area that was chosen.

RESOURCES: Films - Our Endangered Environment: Air (7362 I, Jh.), Our Endangered: Soil (7363 I, Jh.) , People Who Fight Pollution (7344 Jh.)

FOLLOW-UP ACTIVITIES:

Assign teams to keep school grounds clean.

Elements and Element Objectives Continued:

Career Awareness

1) To know the jobs necessary to maintain the community.
2) To compare and contrast local jobs to national and international jobs.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.
2) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To understand that some workers produce goods while other produce services.
2) To be alert that technological progress changes, eliminates, and creates work.

GRADE OR IGE UNIT: 6

SUBJECT: Science

EDUCATIONAL CONCEPT: Plant Growth

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes & Appreciations

1) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).
2) To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

Decision Making

1) To be knowledgeable about the flexibility of career decisions.
2) To know that a tentative career choice should be based on attitudes, values, and interests and requires in depth study.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge

(Continued on Reverse Page)

ACTIVITIES:

1. Resource person to explain procedure for planting tulips.
2. Class organizes and plants tulip beds for school yard.
3. Study film.
4. Discussion.
5. Begin our spring gardens by planting seeds in potting cups.
6. Watch stages of plants as they grow in the window.
7. When plants are old enough, transplant in home gardens.

RESOURCES: Film - Dynamic Careers through Agriculture (12411 Jh., Sh., A)

FOLLOW-UP ACTIVITIES:

Teams take care of tulip beds for remainder of year.

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Elements and Element Objectives Continued:

Educational Awareness

for most jobs.
2) To recognize that there are many training channels directed toward job entry.

Career Awareness

1) To realize that hobbies and interests may lead to a vocation.

Social Awareness

1) To understand that all jobs are dependent upon other jobs.
2) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To understand the law of supply and demand. (It helps determine occupational choice.)

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Shopping Centers

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To be aware of individual capabilities and limitations.
2) To know that the need for security causes many workers to keep the jobs they have.

Attitudes & Appreciations

1) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs).
2) To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Decision Making

1) To apply the decision making process to the study and selection of careers.
2) To know that career decisions must correlate with one's goals in life (e.g., money, hours.)

Educational Awareness

1) To understand that specialized skills lead to interdependency of jobs.

(Continued on Reverse Page)

ACTIVITIES:

1. Class was broken up into committees. They found answers to:

   a) Why is location important?
   b) How many careers were involved in the completion of the shopping center.

2. Resource speaker from a department store to tell what careers are needed to run the completed store.

3. Class plans and builds model shopping center.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Educational Awareness

2) To recognize that there are many training channels directed toward job entry.

Career Awareness

1) To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.

Social Awareness

1) To be able to accept criticism and direction to assume responsibility.
2) To understand that personal relationships with fellow workers are important to job satisfaction.

Economic Awareness

1) To take notice that the major reason most people work is money ("Economic security is often in first place in job satisfaction studies".)
2) To realize that when needed jobs are in short supply, the pay is higher. (These workers can charge directly for their services.)

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Government

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

1) To realize that work means different things to different individuals.
2) To recognize the vital importance of a cooperative spirit.

Decision Making

1) To be able to cope with the consequences of personal decisions.
2) To know that training or pursuing a career choice helps develop who a student really is.

Educational Awareness

1) To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

(Continued on Reverse Page)

ACTIVITIES:

1. Study three branches of government.
2. Students campaign for class elections.
3. Use secret ballot to vote for officer.
4. Resource person to talk about voter qualifications and registration.
5. Study films.
6. Summarize with class discussion.

RESOURCES: Films - The Contest for Power (12399 I, Jh., Sh.), Cities and Government: Governing Our Local Community (3266 P. I.)

FOLLOW-UP ACTIVITIES:

Visit City Hall.

Elements and Element Objectives Continued:

Career Awareness

1) To know that much of one's total life routine is organized around the work one does.

Social Awareness

1) To know that work is a means of developing social relationships (i.e., acquiring social status and prestige.)
2) To realize that an individual's work affects his/her standard of living. (i.e., his/her total life style.)

Economic Awareness

1) To know that most people spend their lives serving or in the service of others.

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Producing Goods

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that everyone is responsible for his/her own actions.
2) To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes & Appreciations

1) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)
2) To develop healthy work habits (e.g., dependability and responsibility in a variety of settings.)

Decision Making

1) To recognize and accept others decisions.
2) To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Educational Awareness

1) To acquire the basic skills and habits found in the working world.

ACTIVITIES: (Continued on Reverse Page)

1. Chose 6 neighboring industries to study.
2. Made shadow boxes to show an action in each one.
3. Contacted each industry to obtain samples of their products in order to set up a display.
4. Watched films.
5. Resource people from the industries talked about qualifications, hours, salaries.
6. Class discussion to cover facts learned.

RESOURCES: Films - Clothes We Wear (3046 P. I.), The Industrial Worker (7017 I, Jh)
boxes, paint, paper

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Educational Awareness

2) To understand that specialized skills lead to interdependency of jobs.

Career Awareness

1) To recognize that an individual may be suited for numerous different occupations.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.
2) To know that society provides rewards for work.

Economic Awareness

1) To recognize that work is a way of winning economic independence.
2) To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies, Language

EDUCATIONAL CONCEPT: Communication (written)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that everyone is responsible for his/her own actions.
2) To be aware of individual capabilities and limitations.
3) To understand that individuals differ in their abilities, attitudes and aspirations.

Attitudes & Appreciations

1) To recognize the vital importance of a cooperative spirit.
2) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)
3) To realize that work means different things to different individuals.

Decision Making

1) To be knowledgeable about the flexibility of career decisions.
2) To be competent in the verbal and written analysis of alternatives.

Educational Awareness

1) To realize that workers need some kind of special training and knowledge

ACTIVITIES: (Continued on Reverse Page)

1. As part of a language assignment each student studies the types of editors working on a newspaper and the duties of each.
2. Then we break up into groups to study the organization of two different newspapers.
3. The class selects students to work as the various editors (sports, woman's, etc.).
4. Other students are selected to be reporters. They have to decide how and when to find something happening of interest. (Show a film.)
5. Then we combine all our knowledge to write a rough draft for our class newspaper.
6. The best art student draws a comic strip.
7. The best language students proofread to find mistakes.
8. Other students help to run off and fold the paper.
9. Any student who still has not participated can be used to deliver a paper to the other classrooms.

RESOURCES:

Film - Getting the News (6400 I, Jh.) - old newspapers, stencils, paper, duplicating machine.

FOLLOW-UP ACTIVITIES:

The class went to visit a newspaper office to see how our system differed from theirs.

Elements and Element Objectives Continued:

Educational Awareness

2) To learn that human relations skills (e.g., communication) are as necessary as computational skills.

Career Awareness

1) To realize that hobbies and interests may lead to a vocation.
2) To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.
2) To be able to accept criticism and direction to assume responsibility.

Economic Awareness

1) To be alert that technological progress changes, eliminates, and creates work.

GRADE OR IGE UNIT: 6

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Natural Resources

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that individuals differ in their abilities, attitudes, and aspirations.
2) To become able to achieve an innate personal satisfaction in work (the job may be school.)

Attitudes & Appreciations

1) To know that the ability to perceive the environment affects one's attitudes toward work.
2) To appreciate all forms of work (i.e., to recognize the dignity inherent in all jobs.)

Decision Making

1) To be knowledgeable about the flexibility of career decisions.
2) To know that career decisions must correlate with one's goals in life (e.g., money, hours.)

(Continued on Reverse Page)

ACTIVITIES:

1. Class was broken up into teams. Each team was given a natural resource to do research on. The teams found pictures, made posters, and found a list of careers for each resource.

2. We invited a game warden and a forest ranger to come and visit our class. Each talked about the skills needed in his area of work.

3. Class watched two films.

4. Discussion on the advantages and disadvantages of working with our natural resources.

RESOURCES: Films - Conserving Our Natural Resources (6171 I, Jh.) - The House of Man: Our Changing Environment (6301 I, Jh., Sh., A)

FOLLOW-UP ACTIVITIES:

Planted pine trees along the edge of the playground.

Elements and Element Objectives Continued:

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.
2) To recognize that there are many training channels directed toward a job entry.

Career Awareness

1) To compare and contrast local jobs to national and international jobs.
2) To realize that geographical location determines the kinds of work found therein.

Social Awareness

1) To realize that an individual's work affects his/her standard of living (i.e., his/her total life style).
2) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To understand that some workers produce goods while others produce services.
2) To be alert that technological progress changes, eliminates, and creates work.

GRADE OR IGE UNIT: 6

SUBJECT: Science

EDUCATIONAL CONCEPT: Weather

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To help match an individual's abilities and interests with the skills and process needed in the world of work.
2) To develop a realistic self-perception of individual abilities as they relate to career choices.

Attitudes & Appreciations

1) To understand the relationship between occupations and their changes.
2) To understand the need to make a meaningful career choice (Individuals are responsible for their career planning and personal values relate to life choices.)

Decision Making

1) To recognize that all decisions made have a cause and an effect.
2) To learn to reevaluate a prior decision when new information is available.

Educational Awareness

1) To recognize and acknowledge the fact that basic skills learned in school

ACTIVITIES: (Continued on Reverse Page)

1. Students cut weather maps from newspaper to study in class.
2. Using flannel board and weather kit, we set up our own map. Each morning students took turns showing the day's weather.
3. Groups were formed to study the serious storms. Each team had to decide on places that could be used for safety.
4. We planned a trip to a local weather station to study the instruments and talk with the men. Students were responsible for learning the qualifications and responsibilities of the men.
5. Class discussion on our observations.
6. Used films as a review.

RESOURCES: Films - Weather for Beginners (115. P. I.), Reading Weather Maps (6342. I, Jh.) - Flannel board and weather kit, barometer, thermometer, rain gauge.

FOLLOW-UP ACTIVITIES:

Using our weather instruments the class set up its own weather station to record temperature, barometric pressure, and precipitation.

Elements and Element Objectives Continued:

Educational Awareness

help prepare a student for a life of work.

Career Awareness

1) To know the jobs necessary to maintain the community.
2) To compare and contrast local jobs to national and international jobs.

Social Awareness

1) To understand the need for cooperation in the completion of tasks.
2) To understand that all jobs are dependent upon other jobs.
3) To realize that society is dependent upon work of many people.

Economic Awareness

1) To understand that some workers produce goods while others produce services.

GRADE OR IGE UNIT: 6

SUBJECT: Health

EDUCATIONAL CONCEPT: Drug Abuse

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

1) To understand that individuals differ in their abilities.
2) To learn that the individual must be adaptable in a changing society.

Attitudes & Appreciations

1) To understand the relationship between occupations and their changes.
2) To realize that work means different things to different individuals.

Decision Making

1) To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.).

Educational Awareness

1) To realize that workers need some kind of special training and knowledge for most jobs.

(Continued on Reverse Page)

ACTIVITIES:

1. Study film.
2. Make a chart of drugs and their effects.
3. Have a narcotics officer visit to explain his/her duties.
4. Do research on U. S. customs to see why they would be involved with drugs.
5. Have a nurse visit to explain treatment for drug users.
6. Discussion using curriculum guide.

RESOURCES: Film - Here's Help (12542 Jh., Sh., C.)
Curriculum Guide for Substance Abuse Education Program

FOLLOW-UP ACTIVITIES:

Elements and Element Objectives Continued:

Career Awareness

1) To know that much of one's total life routine is organized around the work one does.

Social Awareness

1) To realize that society is dependent upon the work of many people.

Economic Awareness

1) To know that most people spend their lives serving or in the service of others.

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Observing and Reporting; vocabulary building; paragraph development
Reporter

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self perception of individual abilities as they relate to career choices.

To help match an individual's abilities and interests with the skills and processes needed in the world of work.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages

Decision Making

To apply the decision making process to the study and selection of careers

Education Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness

To know that vocational choice is determined by social, individual, and economic factors, each of which may operate independently on an individual

Social Awareness

To be able to accept criticism and direction to assume responsibility

To realize that an individual's work affects his standard of living

Economic Awareness

To understand that some workers produce goods while others produce services

ACTIVITIES:

I. Classroom study
   - A. Observing
   - B. Reporting
   - C. Vocabulary building
   - D. Who, what, when, where

II. Compilation of kinds of reporters
   - A. Regular beat
     1. courthouse
     2. special events
     3. political
   - B. Regular sections of newspaper
     1. world of women
     2. sports

III. Bulletin board display
   - A. newspaper articles written by above mentioned reporters
   - B. newspaper photographs

RESOURCES:

Textbook; local newspaper; manual from newspaper company (Ex: Greenville News) filmstrip: from your media center Books: Non-traditional Careers for Women, Sarah Splaver: Julian Messner, N. Y., Jobs in Communication, Edward Wakin: Lathrop, Lee and Shepherd, N. Y.

FOLLOW-UP ACTIVITIES:

Each student will be assigned to "cover" specific school event

GRADE OR IGE UNIT: Middle School

SUBJECT: Engli:

EDUCATIONAL CONCEPT: Sentence Structure; paragraph development; vocabulary
Continuity Writer

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop a realistic self-perception of individual abilities as they relate to career choices

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit

Decision Making

To apply the decision making process to the study and selection of careers

Educational Awareness

To learn that human relation skills (e.g., communication) are as necessary as compututional skills

Career Awareness

To understand the need for cooperation in the completion of tasks

ACTIVITIES:

I. Sentence structure
   A. kinds
   B. use

II. Words
   A choice
   B. shades of meaning
   C. specialized vocabulary
      1. music
      2. news
      3. sports

III. Paragraph writing
   A. descriptive
   B. narrative
   C. explanatory

IV. Reports
   A. Oral reports on colleges and universities offering outstanding programs in communications
   B. Report of continuity on student-chosen program

V. Continuity (written) necessary for contrived situations (on tape)

RESOURCES:

Textbook; Books: Non-traditional Careers for Women, Sarah Splaver: Julian Messner, N.Y.
Jobs in Communications, Edward Wakin: Lathrop, Lee, and Shephard Co., N.Y.
Filmstrips: Composition - Encyclopedia Brittanica Films, Inc.

FOLLOW-UP ACTIVITIES:

Speaker: 1 TV or Radio writer
Field Trip: TV Station

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Voice; Diction; Personality Development
Receptionist

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self-knowledge in the pursuit of an anticipated career

Decision Making

To know and practice the components of the decision-making process: (1) identify problem or situation (2) consider alternatives (3) consider consequences of alternatives (4) select best alternative (5) implement the best alternative (6) evaluate the results

Educational Awareness

To learn that human relations skills (i.e, communications) are as necessary as computational skills

ACTIVITIES:

I. Study of textbook presentation of educational concepts listed above

II. Practice
- A. telephone use (Southern Bell Kit)
- B. note-taking
- C. appointment making

III. Oral reports
- A. office etiquette
- B. grooming

IV. Bulletin board
- A. office scenes
- B. proper and improper dress

V. Tape of voices

RESOURCES:

Textbook; tape recorder; filmstrip: clerical (Secretary)-Keys Career Exploration (SRA);
Book: Office Occupations, Arvonne S. Fraser; Dillon Press, Inc., Minneapolis, Minn.;
Speaker: Instructor in Poise and Personality from local business school

FOLLOW-UP ACTIVITIES:

Assigned hours for students to "man" desk in outer office of school

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Spelling; Sentence Structure; Dictation; Telephone use and manners
General Secretary

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work

Attitudes & Appreciations

To develop healthy work habits (i.e., dependability and responsibility in a variety of settings)

Educational Awareness

To know that school is a job that requires certain basic skills for success

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige

ACTIVITIES:

I. Textbook and/or workbook material
   A. Spelling
   B. Pre-fixes and suffixes
   C. Sentence structure
   D. Punctuation
   E. Letter forms

II. Practice
   A. Dictation (live and taped)
   B. Building sentences
   C. Letter writing (business)

III. Telephone
   A. Manners
   B. Experience with telephone kit (Southern Bell)
      1. contrived situations
      2. spontaneous situations

IV. Office etiquette
   A. Manners
   Grooming

RESOURCES:

Textbook; tape recorder; Public Relations Director-Southern Bell(telephone kit & manual) filmstrips; clerical -Keys Career Exploration (SRA) Book: Office Occupations, Arvonne S. Fraser, Dillon Press, Inc., Minneapolis, Minn. How About Office Work: Are You Looking Ahead -Eye Gate Clerk Typist: Choosing a Vocation-Current Affairs, Danbury Rd., Wilton, Conn.

FOLLOW-UP ACTIVITIES:

Speaker: Supervisor of telephone operators; Male telephone operator

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Spelling; Punctuation; Accuracy; Telephone Manners; Office-related
Private Secretary social responsibility

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations

Attitudes & Appreciations

To learn to analyze work roles according to advantages and disadvantages

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare student for a life of work

Career Awareness

To know that vocational choice is determined by social, individual, and economic factors, each of which may operate independently on an individual.

Social Awareness

To realize that an individual's work affects his standard of living (total life style)
Economic Awareness - To understand that some workers produce goods while others produce services

ACTIVITIES:

I. Regular work in spelling and punctuation (textbook and workbook)

II. Special emphasis
   A. Business letters
   B. Paragraphs

III. Practice
   A. Tele-kit (Southern Bell)
      1. contrived situations
      2. spontaneous situations
   B. Dictation (live and taped)

IV. Student discussion
   A. General secretary
   B. Secretarial pool
   C. Private secretary

V. Certified Professional Secretary
   A. Interviews with CPS
   B. Oral report - CPS examination

RESOURCES:

Textbook; Public Relations Director (Southern Bell); newspaper articles (CPS); Work (SRA) filmstrip: Are You Looking Ahead (No. 213 G): How About Office Work - Eye Gate Book: Office Occupations, Arvonne S. Fraser: Dillon Press, Inc., Minneapolis, Minn.

FOLLOW-UP ACTIVITIES:

Play-written by students-depicting role of private secretary

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Outline; Paragraph; Public Speaking
Minister

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop a realistic self-perception of individual abilities as they relate to career choices
To learn that the individual must be adaptable in a changing society

Decision Making
To know that career decisions must correlate with one's goal in life (e.g., money, hours, etc.)

Educational Awareness
To know that tentative educational plans must be formulated in order to arrive at a certain goal

Career Awareness
To understand that the work of a man tells more about him that is significant in this culture, than any single item of information

Social Awareness
To know that society provides rewards for work.

Economic Awareness
To understand the economic implications brought about when a career decision is made

ACTIVITIES:

I. Study of basic elements of outlining

II. Study of kinds of paragraphs

III. Practice in outlining
- A. Prepared material (paragraph)
- B. Original material (paragraph)
- C. Prepared passage of several paragraphs

IV. Consideration of characteristics desirable in a minister
- A. Personal
- B. Educational

V. Oral reports on: *tape and playback
- A. Basic tenets of word-recognized religions
- B. Theological schools
  1. Purpose
  2. Intern program
- C. Fields related to ministry
  1. Counseling
  2. Teaching
  3. Hospital chaplain

RESOURCES:

Film: Making Sense With Outlines (State Dept. Educ.)- Book: Non-Traditional Careers for Women, Sarah Splaver: J. Messner, N.Y. Filmstrips: The World's Great Religions, Encyclopedia Brittanica Films, Inc., N.Y.

FOLLOW-UP ACTIVITIES:

Students will outline and write paragraphs relating desirable characteristics and/or philosophy in minister they prefer; speaker-Minister known to be acceptable to students

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Competency: Use of library facilities
Research Librarian

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop self-confidence in the pursuit of an anticipated career choice

Attitudes & Appreciations
To understand the need to make a meaningful career choice (individuals are responsible for their career planning and personal values relate to life choices)

Educational Awareness
To know that tentative educational plans must be formulated in order to arrive at a certain goal
To realize that hobbies and interests may lead to a vocation

Social Awareness
To know that work is a means of developing social relationships (acquiring social status and prestige)

Economic Awareness
To understand that some workers produce goods while others produce services

ACTIVITIES:

I. Study of textbook material

II. Concentrated exercises
   A. General reference
   B. Specialized reference

III. Work Sheets (in class of 30, no more than 5 students should have same worksheet)
   A. General reference
   B. Specialized reference
   C. Audio-visual
   D. Vertical file

IV. Bibliography (student choice of subject)

V. Genealogy (fun assignment)

RESOURCES:

School library; Public library; Book: Challenging Careers in the Library World, Vanya Oakes - Julian Messner, Inc., N.Y. Book: Find It Yourself, Eliz. Scripture and Margaret Greer: H. W. Wilson, Co., 950 University Ave., N.Y.

FOLLOW-UP ACTIVITIES:

Practice use of microfilm machines in school library; trip to public library for use of microfilm records (census), etc. Bring to class information on ancestors. Make genealogical chart

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Competency in use of library facilities
School Librarian

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop self-confidence in the pursuit of an anticipated career choice

Attitudes & Appreciations
To recognize the vital importance of a cooperative spirit

Decision Making
To recognize that career development requires a series of choices

Educational Awareness
To know that tentative educational plans must be formulated in order to arrive at a certain goal

Social Awareness
To understand that personal relationships with fellow workers are important to job satisfaction

Economic Awareness
To know that most people spend their lives serving or in the service of others

ACTIVITIES:

I. Thorough study of pertinent information in textbook
   A. Classification of books
   B. Specialized reference books
   C. Reader's Guide

II. Talk by librarian
   A. Educational requirements
   B. Specialized fields
   C. Record keeping
   D. Classification of newbooks

III. Work in library
   A. Work sheets for each student
      1. Specialized reference
      2. Readers' Guide
   B. Bibliography for special topic assigned

RESOURCES:

Textbook; school library Book: Find It Yourself, Eliz. Scripture and Margaret Greer H. W. Wilson Co., Book: Challenging Careers in the Library World, Vanya Oakes Julian Messner, Inc., N. Y., 950 University Ave., N.Y.

FOLLOW-UP ACTIVITIES:

Field trip to large public library and/or college library

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Coherence (speech and composition); diction
Radio Announcer

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self-confidence in the pursuit of an anticipated career

Decision Making

To know that career decisions must correlate with one's goal in life (money, hours,etc.)

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness

To realize that hobbies and interests may lead to a vocation

Economic Awareness

To understand that some workers produce goods while others produce services

ACTIVITIES:

I. Tape each student's announcement of a coming school event

II. Study pertinent material in textbook
   A. "The Sound of Your Voice"
   B. "Polishing Your Speech"

III. Study elements of announcements-who? What? when? where? how much?

IV. Listen to tape of commentator at a local football game

V. Compare "then" and "now"
   A. Announcements created by students
   B. Tape each announcement
   C. Compare with first tape

RESOURCES:

Textbook - Modern English in Action; Book: Jobs in Communications, Edward Wakin: Lathrop, Lee, and Shephard, Co., N.Y. Filmstrips: Observing (151H) Summarizing(151G) Fundmentals of Thinking Series, Eye Gate Filmstrips, Jamaica, N.Y.

FOLLOW-UP ACTIVITIES:

Teacher will request permission for students in this study to make announcements on inter-com for a stated period

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Choice of Words; clarity of expression; originality
Advertising (copy)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Social Awareness

To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

I. Textbook study
   A. The "right word"
   B. Conciseness

II. Display of advertisements
   A. Newspaper
   B. Magazine

III. Oral reports
   A. TV
      1. Appeal (adults, children, general)
      2. Tools (music, art, rhyme)
   B. Billboard
      1. Eye-appeal
      2. Language and eye-appeal
      3. Euphemisms

RESOURCES:

Modern English in Action; magazines (specific categories); newspapers
Books: Dictionary of Word and Phrase Origin, Wm. and Mary Morris: Harper and Row
Your Career in Advertising, Geo. Johnson: Julian Messner, N.Y.

FOLLOW-UP ACTIVITIES:

Field trip to nearby advertising agency. Each student will create an advertisement for a well-known item of interest to 13-15 yr. olds

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Study habits; outlining; explaining; speaking
Teacher

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations

Attitudes & Appreciations
To develop healthy work habits (e.g., dependability and responsibility) in a variety of settings

Decision Making
To know that a tentative career choice must be based on attitudes, values, and interests, and requires in-depth study

Educational Awareness
To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
To know the jobs of school personnel

Social Awareness
To realize that an individual's work affects his standard of living (i.e., his total life style)

Economic Awareness -To understand the economic implications brought about when a career decision is made.

ACTIVITIES:

I. Use pertinent textbook material for basic elements of:
   A. Outlining
   B. Explaining

II. Do practice in:
   A. Outlining
   B. Explaining

III. Have students choose small segment of current English course to teach
   A. Grammatical construction * tape same
   B. Story

IV. Have students present oral reports
   A. Educational requirements for teacher
   B. Related fields
   C. Specialized areas
      1. Reading
      2. Exceptional children

RESOURCES:

College catalogs; Textbook; VIEW (Job Box): State Dept. of Educ., Office of Vocational Education

FOLLOW-UP ACTIVITIES:

Guidance counselor to talk on Course of Study (middle school and high school)
Students will present segments chosen for teaching

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Research; organization of material; reporting, public speaking
Tentative Choice of Career

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop a realistic self-perception of individual abilities as they relate to career choices

Attitudes & Appreciations
To learn to analyze working roles according to advantages and disadvantages
To realize that work means different things to different people

Decision Making
To apply the decision-making process to the study and selection of careers

Educational Awareness
To know that tentative educational plans must be formulated in order to arrive at a certain goal

Career Awareness
To know that much of one's total life routine is organized around the work one does

Social Awareness
To realize that an individual's work affects his standard of living (i.e., his total life style)

Economic Awareness - To understand the economic implications brought about when a career decision is made.

ACTIVITIES:

I. Study of research facilities in library
   A. Card catalog
   B. Research volumes
   C. Filmstrips

II. Outlining (for reports)

III. Choice of careers for study
   A. Individual choice
   B. Individual report
      1. Educational requirements
      2. Financial demands
      3. Job opportunities

IV. Discussion of genealogy (fun activity)
   A. Research involved
   B. Methods of charting

RESOURCES:

Modern English in Action; library; VIEW (Job Box), State Dept. Educ.(Office of Voc. Ed.); WORK (SRA); Book: Non-Traditional Careers for Women, Sarah Splaver: Julian Messner, N.Y.; Filmstrips: Keys Career Exploration (SRA)

FOLLOW-UP ACTIVITIES:

Each student will make poster on chosen career; Are you Looking Ahead (No.213G), Eye Gate; Each student will make geneaology chart; Choosing a Vocation: Danbury Press, Wilton, Conn. ; Job Opportunities; Singer (Ed. Div.)

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Dictionary study; origin of words; derivation of words; spelling; Legal Secretary specialized vocabulary

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self-confidence in the pursuit of an anticipated career choice

Decision Making

To understand that career development requires sequential series of choices

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal

Career Awareness

To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige

ACTIVITIES:

I. Dictionary study
   A. Spelling
   B. Phonetic spelling
   C. Derivation of words

II. Textbook
   A. Prefixes
   B. Suffixes

III. Specialized vocabulary
   A. Student gathered (any field)
   B. Teacher presented (law)

IV. Dictation

V. Oral reports
   A. Educational qualifications
   B. Interview with member of local organization of legal secretaries

RESOURCES: Webster's New Collegiate Dictionary; Modern English in Action; Careers in the Legal Profession, Paul Sarnoff; Julian Messner, N.Y. Office Occupations, Arvonne S. Fraser; Dillon Press, Inc., Minneapolis, Minn.,; Jobs in Business and Office, James Askins; Lathrop, Lee, and Shephard, N.Y. Non-Traditional Careers for Women, Sarah Splaver; Julian Messner, N.Y.; Para-professionals, Sarah Splaver, J. Messner, N.Y., Vocational English, Jochen and Shapiro: Globe Book Co., N.Y.

FOLLOW-UP ACTIVITIES:

Field trip to court session or hearing where instructor is sure that legal secretary is much in evidence

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Clear thinking; Reporting; Editorial writing
Newspaper Publisher

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations

Decision Making

To understand that career development requires sequential series of choices

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness

To understand that the work a man does tells more about him that is significant in this culture than any other single item of information

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

I. Collection and display of newspapers
   A. Village
   B. Small town
   C. Metropolitan

II. Research and reports on jobs leading to publisher

III. Bulletin board display of posters explaining various newspaper jobs

IV. Comparison and contrast of positions taken by various newspapers on current issue of importance
   A. Reflect feeling of management
   B. Reflect regional feeling

V. Practice writing (see item II)
   A. Limited length reports
   B. Editorial

VI. Speaker (preferably publisher of small town paper)

RESOURCES:

Various newspaper kits offered by: Distributors of filmstrips; Newspapers; Career Education Kits. Filmstrips: Achieving Success in the World of Jobs (Job Opportunities by Singer (Educational Division) Chicago, Illinois) Books: Your Career in Journalism, M. L. Stein: Julian Messner, N. Y. Horace Greeley: The Peoples Editor, Doris Faber

FOLLOW-UP ACTIVITIES:

1. Students will create bulletin board display using examples of banner, box, by-line, ears, masthead taken from various newspapers

2. Field trip to newspaper publishing headquarters

3. Class will divide into groups of 6-8, and each group will produce mimeographed 2-sheet newspaper.

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Choice of subject matter and literary treatment of each Free-lance writer

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop a realistic self-perception of individual abilities as they relate to career choices

Attitudes and Appreciation
To realize that work means different things to different people

Decision Making
To know that training or pursuing a career choice helps develop who a student really is

Educational Awareness
To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
To understand the relationship between attitudes and values and different careers

Social Awareness
To know that work is a means of developing social relationships (i.e., acquiring social status and prestige

Economic Awareness
To understand the economic implications brought about when a career decision is made

ACTIVITIES:

I. Magazine study
   A. Specialized
      1. South Carolina Wildlife
      2. Sandlapper
      3. Jack and Jill
   B. General
      1. Goodhousekeeping
      2. Reader's Digest

II. Writing instruction and practice
   A. Poetry
      1. Haiku
      2. Cinquains
   B. Prose
      1. Article on local character
      2. Article on historical site
      3. Short story (basic elements

III. Oral reports
   A. Advantages of being a free-lance writer
      1. hours
      2. Choice of subject matter
      3. Compensation unrestricted
   B. Disadvantages of being free-lance
      1. self-discipline
      2. No fixed income

RESOURCES:

Textbook: Fundamentals of Poetry, Wm. Leachy: Kenneth Publishing Company, Box 09074, Chicago, Illinois Your Career in Journalism, M. L. Stein, Jr. Messner, New York Non-Traditional Careers for Women, Sarah Splaver; J. Messner, N. Y.; Filmstrip - How to Write a Poem (composition), Encyclopedia Brittanica Films, Incorporated

FOLLOW-UP ACTIVITIES:

Work in conjunction with art instructor - students will write poems for seasonal greeting cards to be constructed and illustrated by art students (Use cards for school bulletin board display.

Students will create, write in manuscript, and "bind" stories suitable for children 6-8 years of age.

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Library Skills; Record Keeping; Personality Development
Bookmobile worker

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To develop a realistic self-perception of individual abilities as they relate to career choices

Attitudes and Appreciations
To develop healthy work habits (dependability and responsibility) in a variety of settings

Educational Awareness
To learn that human relations skills (i.e., communications) are as necessary as computational skills

Career Awareness
To realize that occupations are ranked according to duties, differently in obtaining jobs, rewards one gets from the occupation, and social prestige.

Social Awareness

To understand that personal relationships with fellow workers are important to job satisfaction

ACTIVITIES:

I. Group discussion
   A. Duties of bookmobile attendant
   B. Desirable personality traits
   C. Need for knowledge of organization of library

II. Practice in record keeping

III. Study of library organization
   A. Dewey Decimal System (not in detail)
   B. Book cards
      1. Subject
      2. Title
      3. Author
   C. Reference books (for familiarity)

IV. Oral report - boatmobiles

V. Exercises, involving use of library facilities

RESOURCES:

School library; bookmobile; textbook Books: Find it Yourself, Eliz Scripture and Marg Greer: H. W. Wilson Company, 950 University Avenue, N. Y.; Challenging Careers in the Library World, Vanya Oakes, Julian Messner, N. Y. Filmstrips: Requirements in the World of Jobs (Job Opportunities), Singer (Education Division), Chicago, Illinois

FOLLOW-UP ACTIVITIES:

Visit bookmobile

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Choice and treatment of subject matter; clarity and conciseness of expression; composition
Keeping a Journal - Leisure Activity

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups

Career Awareness

To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

I. Initial discussion
   A. What is a journal
   B. Comparison with other forms of composition
   C. Purpose and Value
      1. To record
         a. Historical events (1) Political happenings (2) "Firsts"
         b. Travel (1) Itinerary (2) sights
         c. Family Happenings (1) Births (2) Deaths (3) Marriages (4) Graduation (5) Jobs
      2. To serve as a resource

II. Practice
   A. Selection of material
   B. Word choice (conciseness)
   C. Condensation of short selection

III. Discussion and display of various forms of journal keeping
   A. Formal (for possible publication)
   B. Information
      1. Large calendar sheets (jot them down)
      2. Diary
      3. Minutes

RESOURCES:

Modern English in Action; Your Career in Journalism; Robinson Cruso; Diary of Anne Frank; Daddy Longlegs; Island of the Blue Dolphins; John Muir; John James Audubon, M. L. Stein, Julian Messner, Inc., New York

FOLLOW-UP ACTIVITIES:

Students will keep Journal for periods of two weeks, no more than equivalent of three lines of notebook paper for each day.

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Letter-writing (business)
Public Stenographer

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups

Attitudes and Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings)

Decision Making

To know that career decisions must correlate with one's goals in life (e.g., money, hours, etc.)

Educational Awareness

To learn that human relations skills (e.g., communication) are as necessary as computational skills

Economic Awareness

To understand the economic implications brought about when a career decision is made.

ACTIVITIES:

I. Discussion
   A. Services offered
      1. Letters
      2. Term papers
      3. Manuscripts
   B. Working arrangement
      1. Individual
         a. Home
         b. Convention Centers
      2. Organization (kelly Girl)

II. Study
   A. Types of business letters
      1. Request for application or appointment
      2. Reservations
      3. Order
      4. Complaint
   B. Format

III. Practice
   A. Dictation
   B. Letter-writing (see above)

RESOURCES:

Modern English in Action; Office Occupations, Arvonne S. Fraser: Dillon Press Inc., Minneapolis, Minnesota Jobs in Business and Office, James Haskins: Lathrop, Lee, and Shepard Company, New York Filmstrips: Punctuation and Capitalization; Encyclopedia Brittanica Filmas, Inc. VIEW - S. C. Department of Education - WORK Kit (SRA)

FOLLOW-UP ACTIVITIES:

Speaker - Kelly Girl Organization
Speaker - Business Education Teacher or local person who offers such services

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Alphabetising; Spelling
File Clerk for lower level

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations

Decision Making

To learn to analyze working roles according to advantages and disadvantages

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

ACTIVITIES:

I. Spelling
   A. Vowels
   B. Consonants
   C. Consonant sounds
   D. Basic Vowel sound
   E. Silent letter patterns
II. Dictionary Study
   A. Alphabetizing
   B. Timed exercises in locating words
III. Library Study
   A. Fiction arrangements
   B. Card catalog arrangement
   C. Exercises in arranging fiction and biography for library shelves

RESOURCES:
Textbook; School library: Filmstrip: How About Office Work (Are you looking Ahead (no. 213G) - EyeGate; Clerk Typist: Current Affairs, Danbury Road, Wilton, Connecticut Books: Office Occupations, Arvonne S. Fraser: Dillon Press, Inc., Minneapolis, Minnesota: Jobs in Business and Office, James Haskins; Lathrop, Lee and Shepard, Co. New York, New York

FOLLOW-UP ACTIVITIES:

Students will take turns arranging and putting into place skill sheets and work folders for individual teacher

GRADE OR IGE UNIT: Middle School

SUBJECT: English

EDUCATIONAL CONCEPT: Spelling; Reading
Mail Clerk (for lower level)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that individuals differ in their abilities, attitudes, and aspirations

Attitudes and Appreciations

To recognize the vital importance of a cooperative spirit

Educational Awareness

To recognize the fact that basic skills learned in shool help prepare a student for a life of work

Economic Awareness

To understand the economic implications brought about when a career decision is made

ACTIVITIES:

I. Spelling
   A. Regular
   B. Concentrated
      1. Cities
      2. States

II. Interpretation
   A. Business address
   B. Classification of mail
      1. First Class
      2. Second Class
      3. Third Class
   C. Postage rates
   D. Scales for weighing

RESOURCES:

VIEW (Job box): S. C. Department of Education, Office of Vocational Education; WORK (Kit of pamphlets on Jobs) SRA; Filmstrip: How About Office Work (Are you Looking Ahead) (No. 213G.) - Eyegate; Books: Office Occupations, Arvonne S. Fraser: Dillon Press, Inc. Minneapolis, Minnesota

FOLLOW-UP ACTIVITIES:

Trip to local post office and/or trip to any plant whose office layout is such that it warrants a mail clerk.

8
10
6
5

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Doubling or multiplying by 2

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize that all decisions made have a cause and an effect.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

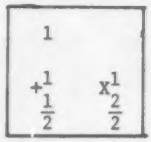
To know that society provides rewards for work.

Economic Awareness

To develop the concept of financial management (earning, spending, borrowing, saving).

ACTIVITIES:

1. 2 seems to be one of our most used numerals and its use - so we need to talk about its different names and uses.
2. Give each student a calendar sheet.
3. Begin with 1 in first block.
4. Second day both double and multiply by 2.



5. If good students let 1 be 1¢ and amounts to money.
6. Students can't believe what the doubling process really does.
7. Good multiplication drill - could teach saving.

Mimeograph a calendar page - one with 31 days - having squares large enough for work space.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7

SUBJECT: Math - above average

EDUCATIONAL CONCEPT: $Base_2$ -a visit to an industry and see a computer

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self-perception of individual abilities as they relate to career choices.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Social Awareness

To realize that an individual's work affects his standard of living (i.e. his total life style).

ACTIVITIES:

1. Work with $Base_2$ and be sure the group can understand place value in $base_2$. Stress only 1's and 0's.
2. In advance make preparations to go and visit a computer in operation. Surprising the parents who work in this field and are so grateful to help.
3. The computer cards reveal the place value.
4. This is interesting to keen minds and they grasp an unbelievable store of knowledge.
5. This trip is early but begins to reveal careers in math.

RESOURCES:

Well-planned visit to see a computer in operation

FOLLOW-UP ACTIVITIES:

Students constantly read and hear about computers and their capabilities - interest is created.

GRADE OR IGE UNIT: 7 - slow learners

SUBJECT: Math

EDUCATIONAL CONCEPT: Writing a check - stressing each part

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his own actions.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

To understand the system of exchange of goods and service.

ACTIVITIES:

1. Talk about what a check is.
2. Draw a large check on board or poster.
3. Discuss each part, give reason for.
4. Students draw one.
5. Give information to be used to fill in.
6. Give each student a real check.
7. Fill in again, according to some example given.
8. Do steps 6 and 7 as many times as necessary.
9. After initial practice use a ball point pen - never a pencil.

RESOURCES:

Blank checks are graciously furnished by bank. Ball point pens are given also.

FOLLOW-UP ACTIVITIES:

Plan a situation where students work an example, then the answer is a correctly written check. Can be done often.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Vocabulary and Multiplication and divison of .'s

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes and Appreciations

To understand the relationship between occupations and their changes.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Economic Awareness

To comprehend the tools of business (e.g., to be able to read and interpret tables, graphs, and charts used as a consumer).

ACTIVITIES:

1. Centimeter - new metric word
2. Discuss prefix and meaning
3. Place centimeter chart in an easily accessible place
4. Let students work in pairs, each carefully measuring the other
5. Record number of centimeters
6. Mathematics enters here:
   Multiply centimeters by .4 - this gives inches
   Now divide inches by 12 for feet
7. Now let same pair measure using a foot measure
8. Dual measuring proves metric measure. Removes question - they have proved facts.

RESOURCES:

Centimeter wall chart
Yard stick or a measure on wall

FOLLOW-UP ACTIVITIES:

None - the metric word is constantly being found in reading matter - thus students know its application.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Metric vocabulary and multiplication using .'s

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Economic Awareness

To comprehend the tools of business (e.g. to be able to read and interpret tables, graphs, and charts, used as a consumer.

ACTIVITIES:

1. Class discussion of the metric system and its application today and in the future.
2. Each child is weighed on a pair of metric scales - and using the formula convert kilograms back to pounds.
3. To further make the activity meaningful, let each child weigh again on some scales and allow child to check his work.
4. Now review that metric words are new to our vocabulary but meaning same as "old way."

RESOURCES:

A good pair of metric scales that show both kilograms and pounds.

FOLLOW-UP ACTIVITIES:

Leave scales out but cover pound window letting students convert again. This is a real pleasure activity.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Percentages - Batting averages

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Attitudes and Appreciations

To understand the need to make a meaningful career choice (individuals are responsible for their career planning and personal values as they relate to life choices.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

1. This is best done during baseball season.
2. Have each student bring a sports page from paper or get some papers from paper company.
3. Look for and find league standings and batting averages.
4. Talk freely about what this means to public and player. Boys love this.
5. Students choose a player - find his statistics and calculate.
6. This of course involves fractions, decimals and percentages.

RESOURCES:

Sports pages from local paper - have students bring or secure in advance from paper.

FOLLOW-UP ACTIVITIES:

Once a student learns how to figure, they enjoy finding their own averages in classroom games or Little League.

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GRADE OR IGE UNIT: 7-good or above average

SUBJECT: Math

EDUCATIONAL CONCEPT: Banker and What Is A Bank

ELEMENTS AND ELEM - OBJECTIVES:

Self Knowledge

To develop a realistic self-perception of individual abilities as they relate to career choices.

Attitudes and Appreciations

To realize that work means different things to different individuals.

Decision Making

To possess self-knowledge when making realistic life choices.

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Career Awareness

To know the jobs necessary to maintain a community.

Social Awareness

To realize that society is dependent upon the work of many people

Economic Awareness

To develop the concept of financial management (i.e. earning, spending, borrowing, saving).

ACTIVITIES:

1. The first of school I asked our banker about a visit and lecture.
2. He agreed and after several interruptions he came.
3. Came for 5 days - 1 hour session each.
4. He told all about what he does and what a bank is and does and people employed.
5. Each day ended in a question and answer period.
6. Student questions excellent.
7. Parents sent questions.
8. If planned for and your banker is enthusiastic - one of the greatest activities.
9. Remember - this is for 7th graders.

RESOURCES:

Banker - preparations have to be made in advance and due to interruptions - a flexible schedule.

FOLLOW-UP ACTIVITIES:

Visit to a bank.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Fractions, decimals, percents, graphs

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes and Appreciations

To learn to analyze roles according to advantages and disadvantages.

Decision Making

To be able to solve school related problems

Career Awareness

To realize that hobbies and interest may lead to a vocation.

ACTIVITIES:

In order to save class time, have this done outside class - at home or better still in conjunction with a physical education class.

1. Each student throws ball (basketball) at goal: 10 times works well.
2. Hits and misses recorded.
3. $\frac{\text{Hits}}{\text{Tries}}$) change to a decimal - then %
4. Make a graph classwise or one for boys and girls.
5. Stimulates interest on best % and also the graph posted adds prestige.
6. Once learned well - student enjoys figuring his average.

RESOURCES:

A basketball goal and a ball.

FOLLOW-UP ACTIVITIES:

Students do this for personal pleasure. Pride.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Measurement and figure prices

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To appreciate all forms of work (i.e. to recognize the dignity inherent in all jobs).

Career Awareness

To know that vocational choice is determined by social, individual and economic factors, each of which may operate independently on an individual.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Talk about job opportunities that can be had in local cloth shops.
2. Make about 6 posters to display, each giving a different price per yard. Students do this.
3. Have a long table set up so it provides ample measuring room.
4. A ball of rug yarn serves as a great substitute for a bolt or roll of cloth.
5. The teacher gives each student an order - example: 2-3/4 yards @ $1.98.
6. Students each measure off amount of yarn and in turn figure amount.
7. Appeals to girls more than boys.

RESOURCES:

Long table, yard stick, scissors, ball of yarn, posters.

FOLLOW-UP ACTIVITIES:

A visit or a planned field trip to a cloth shop and see activities. Businesses are so cooperative.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Math Careers

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To apply the decision making process to the study and selection of careers.

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Economic Awareness

To apply knowledge of economic responsibilities to career decisions.

ACTIVITIES:

1. List ten math oriented careers, or more.
2. Let each student look up and find briefly what each does.
3. Outside class - give several weeks, have student interview his/her choice.
4. Write up his/her interview.

    1. Surveyor
    2. Tax Man
    3. Cashier at grocery store
    4. Insurance agent
    5. Druggist
    6. Bread or drink truck driver
    7. Bank teller
    8. Post office clerk
    9. Contractor
    10. Carpenter
    11. Brick mason
    12. Salesman

RESOURCES:

Student does it all.

FOLLOW-UP ACTIVITIES:

Let each student tell about his/her interview to the class and what he/she liked or disliked.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Cashier - using a cash register

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes and Appreciations

To realize that work means different things to different individuals

Decision Making

To be able to solve school related problems.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To understand that some workers produce goods while some produce services.

ACTIVITIES:

If you can, arrange with a business machines company and they will lend you a cash register. Week at least. If not possible, get a good adding machine, but not as real.

1. Each child brings a grocery store ad (page or double size).
2. They make out a grocery list of items, 5 to 10 depending on time.
3. One at a time each student gets to add his amounts. (Teacher must be familiar with operation).
4. Before they use machine, have students do their own addition, so they can compare.
5. Thrill to operate.
6. Teacher gives a written order to each child - especially using 2 or 3 for so much (2 for 29¢).
7. Great learning experience.

RESOURCES:

Cash register (loaned) or good adding machine.

FOLLOW-UP ACTIVITIES:

Students become very aware of different kinds of cash registers used in different stores.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Field trip to bank

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that inIividuals differ in their abilities, attitudes and aspirations.

Attitudes and Appreciations

To realize that work means different things to different individuals.

Career Awareness

To recognize that an individual may be suited for numerous different occupations.

Economic Awareness

To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

1. Make preparations well in advance.
2. Prepare students for what they will see.
3. The different departments are unbelievable. A good guide is a necessity.
4. Be sure to allow question time.
5. As the highlight, be sure and allow the students to hold a large bill or stack. Bank always cooperates if you make pre-plans.
6. Back at home, class, let students write a brief summary.

RESOURCES:

A guide at the bank with whom you've previously discussed what you would like to have pointed out.

FOLLOW-UP ACTIVITIES:

Students enjoy opening savings and checking accounts.

GRADE OR IGE UNIT: 7

SUBJECT: Math

EDUCATIONAL CONCEPT: Making change and selling

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Attitudes and Appreciations

To appr .iate all forms of work (i.e. to recognize the dignity inherent in all jobs).

Career Awareness

To comprehend that school is a job.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

With the assistance and cooperation of assistant principal we ran the school store for a week.

Store sells pencils, erasers, paper and notebooks.

Three students were selected to act as s`orekeepers each morning.

The teacher acts as a supervisor.

In preparation we made play money and counted change for several times.

Remember change is not subtraction but "add up to."

Later in the year we hope to have other students have their turn.

RESOURCES:

School supplies as furnished by school.

FOLLOW-UP ACTIVITIES:

Buying supplies at store.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discover Duties and Responsibilities of Orchestra Conductor

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to cope with the consequences of personal decisions.

To know that a tentative career choice should be based on attitudes, values, and interests and requires in depth study.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

To learn that human relations skills (e.g. communication) are as necessary as computational skills.

ACTIVITIES:

After viewing the State Department film Conducting Serious Music, discuss and list the responsibilities of the orchestra conductor. Talk about what he/she must know to be able to perform his/hers duties, what factors will cause him/her to be successful or unsuccessful, and why his/hers right hand must always form the same pattern.

Form a percussion ensemble. Designate a conductor from the class who will choose a song, rehearse the group, and conduct a performance.

RESOURCES:

State Department Film, Percussion Instruments, Music

FOLLOW-UP ACTIVITIES:

Compare styles of various conductors seen in films, on TV, and in person. Allow students to conduct the group occasionally.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discovering What an Agent Does

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To realize that geographical location determines the kinds of work found therein.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To understand that all jobs are dependent upon other jobs.

Economic Awareness

To develop the concept of financial management.

To take notice that the major reason most people work is money.

ACTIVITIES:

Following the study of poster #18 "Agent", choose five entertainers to "manage", plan bookings (where, size of towns, area, money, transportation, accomodations, etc.).

RESOURCES:

Careers in music posters (J. Weston Walch, Publisher)

FOLLOW-UP ACTIVITIES:

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GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: What Does A Promoter Do?

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To compare and contrast local jobs to national and international jobs.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

To understand that all jobs are dependent upon other jobs.

Economic Awareness

To understand the law of supply and demand.

To develop the concept of financial management.

ACTIVITIES:

After studying and discussing poster #17 "Promoter", plan three imaginary programs for peers, teachers, and grandparents. Discuss why various talents will sell to those groups in this area.

RESOURCES:

Careers in music posters (J. Weston Walch, Publisher)

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Writing, Planning, Performing An Opera

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.
To become able to achieve an innate personal satisfaction in work.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.
To recognize that there are many training channels directed toward job entry.

Career Awareness

To realize that geographical location determines the kinds of work found therein.

Social Awareness

To understand the need for cooperation in the completion of tasks.
To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

(Following a class study of opera and its components.)

Study poster #16 "Opera Singer". Discuss. Choose a short fairy tale. Divide class into groups to compose short arias and recitatives. Choose a director, assign roles, rehearse, perform operetta for class.

RESOURCES:

Careers in music posters (J. Weston Walch, Publisher)

FOLLOW-UP ACTIVITIES:

94

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Responsibilities of the Piano Teacher

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making

To know that career decisions must correlate with one's goals in life.

Educational Awareness

To realize that workers need some kind of sp :ial training and knowledge for most jobs.

Economic Awareness

To realize that when needed jobs are in short supply, the pay is higher.

To understand that some workers produce goods, while others produce services.

ACTIVITIES:

Ask class pianists to interview their teachers and share that information with the class.

Class pianists become piano teachers. Advertise, accept students, set rates, set up a schedule, decide where to teach. Give two students a beginner piano lesson.

Class pianists discuss (in panel discussion before the group) difficulties and satisfactions.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: The Critic As An Analyst

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.
To learn that human relations skills are as necessary as computational skills.

Career Awareness

To compare and contrast local jobs to national and international jobs.
To understand the relationship between attitudes and values and different careers.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

After the students find and bring to class reviews of different types of recordings and concerts from newspapers and magazines (be sure to include local and national), have them passed around so all students can read and study them. Compare and discuss the reviews.

Discuss the abilities and talents of the critics. Compare their styles. Point out that they must be knowledgable about many areas of music, and that their jobs depend on the performances of others.

RESOURCES:

Magazine and newspaper critiques found by the students.

FOLLOW-UP ACTIVITIES:

Have the students prepare a critique of two recordings.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Would I Be A Good Disc Jockey?

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize and accept others decisions.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

To understand the approach needed to resolve personal conflict between one's individual and group goals.

ACTIVITIES:

Divide the class into three groups. Let the groups audition their members and choose three DJ's. Led by the DJ, each group will plan a 15 minute radio program which will be presented to and discussed by the entire class.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Visit with a disc jockey.

GRADE OR AGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: What Does A Disc Jockey Do?

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To understand that specialized skills leads to interdependency of jobs.

To learn that human relations skills are as necessary as computational skills.

Career Awareness

To realize that geographical location determines the kinds of work found therein.

Social Awareness

To know that work is a means of developing social relationships.

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

ACTIVITIES:

Visit, watch, and hear a local disc jockey. While at the station, note how he and the broadcast technician work hand in hand.

RESOURCES:

Local disc jockey.

FOLLOW-UP ACTIVITIES:

Upon returning, discuss special abilities a disc jockey must possess such as ability to sound cheerful at all times and ability to sell products.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: What Does It Cost To Be A Pop Singer?

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To help match an individual's abilities and interests with the skills and process needed in the world of work.

To know that the need for security causes many workers to keep the jobs they have.

Career Awareness

To compare and contrast local jobs to national and international jobs.

To realize that because of labor market demand some people must take jobs that are available rather than being able to choose their vocations.

To realize that geographical location determines the kind of work found therein.

Social Awareness

To realize that an individual's work affects his standard of living.

ACTIVITIES:

Compare several pop singers (local and national). Why are they popular? How are they alike, different? What are the requirements for success? What prices do they sometimes pay for their success (personal compromises, health, etc.)?

RESOURCES:

General information the students have.

FOLLOW-UP ACTIVITIES:

If any class members aspire to be pop singers, discuss how they might reach their goal.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Working As An Arranger

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Social Awareness

To understand the need for cooperation in the completion of tas'.s.

ACTIVITIES:

Divide the class into groups of five students each, making sure each group contains a student who particularly excels in writing down music. Assign each group a simple song such as "Mary Had A Little Lamb", "Happy Birthday", "Row, Row, Row Your Boat", or "Frerejacques". Ask each group to create two arrangements of its song with one member recording them on paper. Each group will present its arrangements to the class.

RESOURCES:

Staff Paper

FOLLOW-UP ACTIVITIES:

Discuss what similarities and differences the arrangements have. Hear A "Theme and Variations" and discuss as "Theme and Arrangements".

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: What Does An Arranger Do?

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

To understand that specialized skills lead to interdependency of jobs.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

Hear several arrangements of the same song. Discuss differences and similarities. Note that each has both a composer and an Arranger.

Study the scores of several arrangements of the same song. Discuss differences and similarities. Note that each has the same composer but different Arrangers.

Study career poster #10 "Arranger".

RESOURCES:

Recordings and sheet music.

Careers in music poster #10 (J. Weston Walch, Publisher)

FOLLOW-UP ACTIVITIES:

Discuss the fact that often more than one arrangement of the same song will be popular at the same time.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Difficulties and Rewards of Rock Music Performer

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know that much of one's total life routine is organized around the work one does.
To realize that geographical location determines the kinds of work found therein.

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.
To know that society provides rewards for work.

Economic Awareness

To understand the economic implications brought about when a career decision is made.

ACTIVITIES:

Study and discuss poster #9 "Rock Music Performer". From magazines and album covers, find "success stories" of some performers currently popular. Talk about why they became successful while others did not. How long will they last? Discuss pros and cons of being a group member as opposed to a solo performer.

RESOURCES:

Careers in Music Poster #9 (J. Weston Walch, Publisher)

Magazines and albums which the students have.

FOLLOW-UP ACTIVITIES:

Compile a list of performers popular two years ago. How many are enjoying the same popularity today?

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discover Personal Potential As An Orchestra Member

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know that work organizations are human organizations.

To realize that geographical location determines the kinds of work found therein.

Social Awareness

To understand the need for cooperation in the completion of tasks.

To be able to accept criticism and direction to assume responsibility.

To understand the approach needed to resolve personal conflict between one's individual and group goals.

ACTIVITIES:

Study and discuss career poster #8 "Orchestra Member".

With the teacher as conductor, organize an orchestra with available instruments such as percussion instruments, melody bells, flutophones, kazoos, comb and paper. Rehearse the chosen music and perform.

RESOURCES:

Careers in Music Poster #8 (J. Weston Walch, Publisher)

Classroom instruments

FOLLOW-UP ACTIVITIES:

Discuss how it felt to be a small part of the whole. Discuss difficulties.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Explore the Vocation of Church Choir Director

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To help match an individual's abilities and interests with the skills and process needed in the world of work.

Decision Making
To know that a tentative career choice should be based on attitudes, values, and interests and required in-depth study.

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness
To realize that occupations are ranked according to duties, difficulty in obtaining the job, rewards one gets from the occupation, and social prestige.

Social Awareness
To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

Study and discuss poster #7 "Choirmaster".

Have students interview their own church choir directors. (They may work in groups at each church.) Discuss and share information in class.

RESOURCES:

Careers in Music Poster #7 (J. Weston Walch, Publisher)

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Explore The Career of Piano Tuner

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize that there are many training channels directed toward job entry.

Social Awareness

To realize that an individual's work affects his standard of living.

Economic Awareness

To understand the law of supply and demand.

To realize that when needed jobs are in short supply, the pay is higher.

To understand that some workers produce goods while others produce services.

ACTIVITIES:

When the piano tuner is making an already scheduled service visit, ask him/her to talk to the class about his/her job. Ask how he/she learned his/her job. Allow the class to watch him/her perform his/her job.

RESOURCES:

Piano Tuner

FOLLOW-UP ACTIVITIES:

See how many piano tuners are listed in the phone book.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discover Advantages and Disadvantages of Music Store Ownership

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To realize that an individual's work affects his standard of living.

Economic Awareness

To develop the concept of financial management.
To comprehend the tools of business.
To take a notice that the major reason most people work is money.

ACTIVITIES:

Study and discuss career poster #6 "Music Store Owner". List different types of music stores (i.e., equipment, instruments, records, printed music).

Ask a music store owner in the community to visit the class and discuss the good and bad points of owning his/her business and how he/she got started.

List advantages and disadvantages.

RESOURCES:

Careers in Music Poster #6 (J. Weston Walch, Publisher)

Owner of a music store in the community.

FOLLOW-UP ACTIVITIES:

Ask students to visit other types of music stores on their own. In class, compare these.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discover Responsibilities of Public School Music Teacher

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.
To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

Career Awareness

To know the jobs of home members and school personnel

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

Allow students to question me about my training, duties, and preparation need for my work.
Lead the class to plan five learning activities. Choose five persons to be "practice teachers". Let them prepare and teach the five activities. Discuss their weaknesses and strong points as teachers.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Discuss and compare public school music teachers the students have had.

Explain after-school activities - community choral work - private lessons, etc.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discover the Duties of the School Band Director

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To understand the need to make a meaningful career choice.

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

Career Awareness

To know the jobs of home members and school personnel.

To relate home and school jobs to community functions.

ACTIVITIES:

List duties and activities of school band director with which the students are familiar.

Invite the band director to visit the class to tell of his/her in-school duties and extra-curricular activities (school-related and non-school-related). Discuss what he/she does in the community, such as leading community musical groups, playing in such groups, taking part in parades, etc. Does he/she give private lessons?

Visit a band class to observe the director as a teacher.

RESOURCES:

School Band Director

FOLLOW-UP ACTIVITIES:

Discuss which of his duties and activities we were unaware of.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discover Duties and Training for Church Organist

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be able to achieve an innate personal satisfaction in work.

Attitudes & Appreciations

To realize that work means different things to different people.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.
To know that tentative educational plans must be formulated in order to arrive at a certain goal.

Career Awareness

To know that jobs necessary to maintain the community.

ACTIVITIES:

Visit a local church. Have the organist explain his/her training, original occupation choice (many planned to be performers), duties, and preparation needed. Ask him/her to play for us.

RESOURCES:

Local Church Organist

FOLLOW-UP ACTIVITIES:

Have students interview their church organists and compare their jobs in class.

GRADE OR IGE UNIT: 7

SUBJECT: Choral Music

EDUCATIONAL CONCEPT: Discover Duties of Studio Technician or Broadcast Technician

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know that a tentative career choice should be based on attitudes, values, and interests and requires in-depth study.

Educational Awareness

To know that tentative educational plans must be formulated in order to arrive at a certain goal.
To recognize that there are many training channels directed toward job entry.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Economic Awareness

To be alert that technological progress, changes, eliminates, and creates work.

ACTIVITIES:

After studying poster about requirements and training needed to become a broadcast technician, visit a local radio or television station. Arrange for a technician to demonstrate the equipment he/she works with and answer questions concerning his/her training and how he/she became interested in this vocation. Watch as he/she performs his/her routine tasks.

RESOURCES:

Poster #2 (Careers in Music, J. Weston Walch, Publisher)

Local Television or Radio Technician

FOLLOW-UP ACTIVITIES:

Discuss what the student saw and their impressions of the technician's job.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Differences between types of plants

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interest, and lifestyle (i.e., values).

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Have students bring samples of plants that are found around their homes. In class set up a display of the plants.

2. As a group make a list of the eight plant phyla and give examples of familiar plants in each phyla.

3. Collect a variety of algae. Observe algae using low power and high power with the microscope. Make drawings for notes.

4. Tour the school grounds to collect specimens of vascular and nonvascular plants. In class discuss the differences of vascular and nonvascular plants.

5. Grow mold cultures on bread. Observe mold using microscope.

6. Tour the school grounds and collect specimens of lichen and mosses. Make a display in class.

7. Using the textbook and transparencies discuss the characteristics of angiosperms and gymnosperms.

8. Filstrips - Ferns and fungi
Monocotyledons and dicotyledons

RESOURCES:

Textbooks, transparencies, filmstrips, and field trips.

FOLLOW-UP ACTIVITIES:

Possible career options in plant science such as gardener, florist, floriculture technician, etc. Function of roots, stems, and leaves. Parts of lowers. Germination of seeds.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Use of the microscope

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.
To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To realize that society is dependent upon the work of many people.

ACTIVITIES:

1. Filmstrip - Introduction to the microscope

2. By the use of the textbook, handouts, and transparencies students will learn the names of microscope parts, how to operate a microscope, and how to prepare objects for viewing. Background information as well as early microscopes.

3. Students work in groups to become acquainted with the parts of the microscope and how it operates. Each student will have a diagram of the microscope to label for his notes.

4. Filmstrips on microscopic technique
   How to use a microscope
   How to mount microscopic specimens

5. Students work in groups to make a slide of the letter "e" for viewing. Students use low power and high power.

6. As an evaluation students should be able to label a diagram of the microscope.

RESOURCES

Textbook, handouts, transparencies, and filmstrips

FOLLOW-UP ACTIVITIES:

This activity leads to study of onion cells, cheek cells, plant cells, as well as prepared slides. Unit on microorganisms.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Function of roots, stems, and leaves

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes and Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

ACTIVITIES:

1. Use textbook.
2. Grow tomato plants in class. Observe growth of roots, stems, and leaves.
3. Using transparencies discuss differences and functions of roots, stems, and leaves. Compare cells found in each.
4. See filmstrips. Roots and Their Work
   Stems and Their Work
   Leaves and Their Work
5. Study prepared slides of roots, stems, and leaves using the microscope. Students will make notes and drawings of their observations. Students should label all structures.
6. Class experiment to prove that roots take in water.
7. Collect stems from the school grounds or bring them from home. Study structures on stems. Make diagrams of stems in notes and label all structures.
8. Collect various types of leaves. Make a booklet of the leaves. Try to classify them.
9. Class experiment to show that the stomates in the leaves take in carbon dioxide.
10. Play Plant Bingo.

RESOURCES:

Textbook, transparencies, filmstrips

FOLLOW-UP ACTIVITIES:

Field trip to nursery, study of seeds, study of flower parts and their function, individual reports or projects.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Importance of water in our environment

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know and practice the components of the decision making process:
1) Identify problem or situation
2) Consider alternatives
3) Consider consequences of alternatives
4) Select the best alternatives
5) Implement the best alternative
6) Evaluate the results

ACTIVITIES:

1. Make a drawing in notes that explains the water cyle.
2. View filmstrips on water pollution.
3. Class discussion. Reasons why man has polluted our lakes, streams, rivers, etc. Discuss possible solutions.
4. Group reports. Students will divide into groups to work on the following topics. Students will be given time to use available library materials.
   (a) How the careless use of poisons has resulted in water pollution.
   (b) The effect oil spills have on our environment.
   (c) Find out what laws control water pollution in your town, city, or state.
   (d) Various methods of desalination.
   Each group will present their findings to the class.
5. Class experiment. Soap as a pollutant. Treat seeds with detergent solution and then try to germinate them. Must also have a control in this experiment.
6. Field trip to a nearby filter plant.

RESOURCES:

Textbook, filmstrips, library, field trip.

FOLLOW-UP ACTIVITIES:

Unit on other types of pollution. Explore possible careers.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Classification

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To know and practice the components of the decision making process.

1) Identify problem or situation
2) Consider alternatives
3) Consider consequences of alternatives
4) Select the best alternative
5) Implement the best alternative
6) Evaluate the results

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Material in the textbook.
2. See filmstrips on Linnaeus and Charles Darwin to find out about early systems of classification. Also use transparencies.
3. Class discussion. Compare various systems of classification such as the dictionary and classification used in grocery store.
4. Have several sets of materials for students to classify. Students will work in groups to classify materials.

   (a) pictures of fruits and vegetables
   (b) pictures of animals
   (c) pictures of plants
   (d) deck of cards
   (e) packages of foods from grocery store
   (f) miscellaneous objects (spool of thread, pencil, eraser, paper clip, hair ribbon, etc.)

5. Class experiment. Students will collect organisms. In class note and study the different structures of the organism.

RESOURCES:

Textbook, filmstrips, transparencies

FOLLOW-UP ACTIVITIES:

Scientific classification of living things.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Importance of fish

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness:

To realize that hobbies and interests may lead to a vocation.

Economic Awareness:

To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

1. Learn characteristics of fish from the textbook.
2. Set up an aquarium in the class. Discuss what the fish need in order to live.
3. Visit a fish hatchery.
4. Obtain copies of hunting and fishing regulations from Wildlife Service. Discuss state fishing regulations. Include in discussion why these regulations are needed.
5. Class activity. Obtain scales from several large fish. Using a dissecting microscope, determine the age of the fish by counting the annual growth marks on their scales.
6. Class discussion. Economic importance of various fish.

RESOURCES:

Textbook, field trip.

FOLLOW-UP ACTIVITIES:

Unit in marine science.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Function of the skin

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Study layers of skin, function, heat regulation, and skin diseases. (Textbook)
2. Working in pairs students will make models of the cross section of skin using clay.
3. Use the microscopes to look at a prepared slide of skin.
4. Students will make their own fingerprints. Compare fingerprints with others in the class.
5. Visit the police station or have a police officer explain how fingerprints are classified and how identification can be made from them.
6. Filmstrip - Control of Body Temperature
7. Discuss diseases of the skin. (acne, eczema, dermatitis, etc.)

RESOURCES:

Textbook, filmstrip, prepared slides, field trip.

FOLLOW-UP ACTIVITIES:

First aid, digestive system, circulatory system, nervous system, etc.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Health careers

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Attitudes and Appreciations

To appreciate all forms of work (i.e. to recognize the dignity inherent in all jobs.)

Decision Making

To know that a tentative career choice should be based on attitudes, values, and interests and requires indepth study.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.
To recognize that an individual may be suited for numerous occupations.

Social Awareness

To realize that an individual's work affects his standard of living (i.e., his total life style).
To realize that society is dependent upon the work of many people.

Economic Awareness

To know that most people spend their lives serving or in the service of others.
To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. Use posters and books in the class to discuss various health careers. (X-ray technician, nurse, dietician, etc.)
2. See filmstrips on hospital helpers.
3. Students make a bulletin board listing as many health careers as possible.
4. Class discussion of factors that one must consider in a health related career (Education, working conditions, opportunities for advancement, etc.)
5. Prepare a set of questions to be used in an interview of selected health careers.

(continued)

RESOURCES:

Posters on health careers; filmstrips on hospital helpers; field trips.

FOLLOW-UP ACTIVITIES:

Resource persons may be asked to speak to the class. If possible, parents involved in health careers may be invited to speak to the class.

ACTIVITIES: (continued)

6. Field trip to hospital to interview selected workers to find out about their jobs and their work.

7. Conclude by finding out which career was most appealing to each student in a class discussion.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Bacteria cause diseases

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Use the textbook to learn terminology.
2. See filmstrips - Bacteria Good and Bad
   Microorganisms That Cause Disease
3. See filmstrips on early bacteriologists
   Louis Pasteur
   Joseph Lister
4. Library Research - Students will prepare individual reports on bacteria and bacterial diseases in man using library materials. Reports will be presented to the class.
5. Students work in groups to grow and study bacterial cultures.
6. Filmstrips - Immunization
   Public Health
7. Field trip to Health Department

RESOURCES:

Textbook, filmstrips, library materials, field trip.

FOLLOW-UP ACTIVITIES:

Study of related health careers. Class can divide into groups to research health related occupations in terms of training and how training can be acquired. Individual or class visits to a pediatrics clinic, speech clinic, or occupational therapy facility.

GRADE OR IGE UNIT: 7

SUBJECT: Life Science

EDUCATIONAL CONCEPT: Soil Conservation

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interest and lifestyle, (i.e., values).

Decision Making

To be competent in the verbal and written analysis of alternatives

Career Awareness

To relate home and school jobs to community functions

ACTIVITIES:

1. Use material in text.
2. Students should learn vocabulary words.
3. See filmstrips - What is Soil; Conserving Water and Soil.
4. Have students look for signs of soil erosion around the school and their homes.
5. In class study a contour map. Discuss how a contour map is useful in soil conservation.
6. Make a bulletin board display of various methods of soil conservation.
7. Use films from Soil Conservation Service showing methods of soil conservation.
8. Have resource person from Soil Conservation Service speak to class.
9. Find out if any of the class lives on a farm. If possible, parents may be asked to talk about soil conservation problems and possible solutions.
10. Students will write a one-page essay on the importance of soil conservation.
11. See filmstrip - Balancing the Supply and Demand.

RESOURCES:

Textbook, films, filmstrips, resource person.

FOLLOW-UP ACTIVITIES:

Field trip to a farm to study conservation measures. Job opportunities.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Marine Science

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self-confidence in the pursuit of an anticipated career choice.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

1. Use textbook
2. Learn terminology
3. See filmstrip - Marine Science
4. Student research into seas as a future source of food, fuel, minerals, and even living space.
5. Field trip to a local fish hatchery
6. Other possible filmstrips:

   Physical Oceanography
   Chemical Oceanography
   Geological Oceanography
   Biological Oceanography
   Ocean Engineers
   Marine Resources
   Air-Sea Interaction
   A Career in Oceanography
   An Introduction to Oceanography

RESOURCES:

Textbook, filmstrips, library materials

FOLLOW-UP ACTIVITIES:

Career possibilities

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Weather

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

ACTIVITIES:

1. Students will learn weather related terms from the textbook.
2. As a class make a weather vane. Use the weather vane to determine wind direction at a chosen hour for one week. A compass will be needed to determine wind direction.
3. See filmstrip - Changes in Weather
4. Have students watch the weather report on television or get information from the newspaper. In class on an outline map of the U. S., point out the cold and warm fronts and the high and low pressure areas. If a storm is progressing, watch its development.
5. See filmstrip- What Weather Fronts Bring
6. Students will make group reports on various weather conditions.

RESOURCES:

Textbook, newspapers, library

FOLLOW-UP ACTIVITIES:

Weather forecasting. Job opportunities in weather forecasting.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Importance of stream and ground water

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To be able to accept criticism and directions to assume responsibility.

ACTIVITIES:

1. Use textbook

   (a) Present simplified version of mechanics of stream flow.
   (b) Associate characteristic land forms produced by running surface water and ground water.
   (c) Associate importance of stream and ground water to man.
2. See filmstrips Work of Ground Water
   Underground Water
3. Class activity. Make models of permeable soil and rock materials for collection of ground water.
4. Class activity. Make a model of an artesian well. Determine through class discussion the principle of operation.
5. See slides on cave formation.
6. Class demonstration of stream action on stream table. Discuss results.
7. Class study of flood prone areas and watersheds. If possible have resource person from Soil Conservation Service.

RESOURCES:

Textbook, filmstrips, experiments, resource person.

FOLLOW-UP ACTIVITIES:

Mechanics of stream flow are an environmental concern. Importance in placement of electric generating plants.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Identification of minerals

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To know that the ability to perceive the environment affects one's attitudes toward work.

Educational Awareness

To acquire the basic skills and habits found in the working world.

ACTIVITIES:

1. Study properties of minerals from textbook.
2. Class activity. Examine sugar and salt crystals using the microscope. Make notes of observations.
3. See filmstrip - Learning About Rocks and Minerals
4. Class activity. Give students various mineral samples to examine with and without a microscope. Have students list characteristics that would be useful in recognizing minerals.
5. See filmstrips - Aluminum
   Copper
6. Library project - Find out about minerals that are important in industry or find out about precious gems.
7. Filmstrip - Mining Town

RESOURCES:

Textbook, filmstrips, library

FOLLOW-UP ACTIVITIES:

Unit on products of the lithosphere.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Metric System - Volume

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To learn that the individual must be adaptable in a changing society.

Social Awareness

To comprehend tools of business (e.g.to be able to read and interpret tables, graphs, and charts used as a consumer.)

ACTIVITIES:

1. Learn metric terms dealing with volume.
2. Using a balance weigh various objects in the class. Make a chart to record the data.
3. Using a metric scale have students weigh themselves. Have students compare their weight.
4. See filmstrip -Mass and Weight

RESOURCES:

Filmstrips, transparencies, charts.

FOLLOW-UP ACTIVITIES:

Learn other metric terms.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Products of the Lithosphere

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To appreciate the fact that customs, traditions, and attitudes of society affect the world of work.

Economic Awareness

To understand the law of supply and demand.

ACTIVITIES:

1. Prepare a display of tools and weapons of the Stone Age. Students might include pictures of modern weapons and some modern tools for contrast.
2. Use textbook to find the differences in metals and nonmetals.
3. See filmstrip - Earth, A Great Storehouse.
4. Have students make a list of at least 15 lithospheric materials which are found in the home or any public building. Tell where each material was found.
5. Have students choose one of the following topics for an oral report. Students will use library references to research topics.
   a) Quarrying and using: marble, limestone, slate, granite, sandstone.
   b) Source of supply, manufacturing, and using steel.
   c) Mining or producing: iron, copper, gold, silver, diamonds, salt.
   d) Locating and drilling oil wells.
   e) Preparing and marketing any gem.
   f) Procuring and using commercially: flint, peat, coal, gypsum, anhydrite, coral, mica, and oil shale.
   g) Producing, transporting, marketing, and storing natural gas.
   h) Using petroleum in manufacturing plastics or rubber.
6. See filmstrip - The Earth's Crust.

RESOURCES:

Textbook, filmstrips, and library materials.

FOLLOW-UP ACTIVITIES:

Fossils, minerals, etc.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Weather Forecasting

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To apply the decision making process to the study and selection of careers.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

1. From ... learn the basic fundamentals of weather forecasting.
2. Filmstri... What Will the Weather Be
3. Students ... record weather reports from local weather bureau in chart form for a determined length of time.
4. Teach students the use of available weather instruments.
5. Library Research. Find out about a job in weather forecasting as well as related jobs.
6. Field trip to local weather bureau.
7. Filmstrip - Weather and Climate

RESOURCES:

Textbook, filmstrips, available instruments, library, field trips.

FOLLOW-UP ACTIVITIES:

Give students an opportunity to make individual weather forecasts.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Fossils

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

ACTIVITIES:

1. Study material in textbook.
2. Read about carbon dating. Find out how carbon dating is used to determine age of fossils.
3. Class experiment. Find out which of the following mixtures would leave the best fossil impression.

   (a) Clay and water
   (b) Sand and water
   (c) Rock fragments, clay and water
4. Filmstrip - The Earth's Diary
5. Class activity - Make impressions of leaves and other structures using ink and paper.
6. Study pictures of fossils.

RESOURCES:

Textbook, filmstrip

FOLLOW-UP ACTIVITIES:

Visit a museum to study fossils.

GRADE OR IGE UNIT: 8

SUBJECT: Earth Science

EDUCATIONAL CONCEPT: Cause and effect relationships in weather

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To acquire the basic skills and habits found in the working world.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

1. Use textbook
2. See filmstrips - Why Does the Weather Change?
   Why Does the Wind Blow?
3. Students will make notes and record any data from each of the following class experiments.
   (a) Use a radiometer to see the effect of the angle of light on the absorption of energy
   (b) Use colored cups to test the effect of color or absorption of energy.
   (c) Make a convection current in a pan of water.
   (d) Make a model of the coriolis force.
4. Using newspapers and the textbook, make readings from weather maps.
5. Learn the principle of the aneroid barometer. Learn how to measure air pressure.

RESOURCES:

Textbook, filmstrips, experiments.

FOLLOW-UP ACTIVITIES:

Unit on weather forecasting, visit a weather station, related careers.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Following Directions - assembly line process

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in groups.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit

Decision Making

To be able to cope with consequences of personal decisions.

Career Awareness

To know the jobs necessary to maintain the community.

Social Awareness

To understand the need for cooperation in the completion of tasks.
To be able to accept criticism and direction. To assume responsibility.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

The students are asked to name some jobs that involve an assembly line process. A class discussion of how the assembly line process relates to the community's textile industries brings out the idea of interdependency. The students decide on a recipe for making some more cookies on an assembly line Using grocery advertisements, each student determines the ingredients necessary for the desired recipe, determines where to buy the materials and how much money is needed. A printed sheet of instructions on developing an assembly line is available for each student to read and follow. To prepare the cookies, each student decides which step in the line they will perform. Each student has a job in developing the finished product. While enjoying the cookies the class discusses some of the important areas involved in the assembly line process, such as, cooperation, interdependency, and following directions.

RESOURCES:

Grocery advertisements - recipe book - some more cookies - Layer Graham crackers, peanut butter, Hershey chocolate bars, marshmellows - Browin Oven.

FOLLOW-UP ACTIVITIES:

Students could visit an assembly line in a textile or industrial plant.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Library Skills

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Educational Awareness

To know that school is a job which requires certain basic skills for success. To recognize and acknowledge the fact that basic skills learned in school help prepare a student for the life of work.

Career Awareness

To know the jobs of home members and school personnel. To know the jobs necessary to maintain the community.

ACTIVITIES:

A classroom discussion is conducted to discuss the importance of being a better reader and how the library contributes many reading materials. Students study sequentially the basic library skills taught with the assistance of the school librarian. (a) Card Catalogue (b) Encyclopedia (c) Dewey Decimal System (arrangement of books) (d) Almanacs and Atlases (e) Magazines - Reader's Guide. The school Librarian discusses the major differences between the school library and the public library, pointing out the various jobs held by personnel within the public library. Students learn how to check out books in the library and the importance of being prompt in returning library material. The classroom visits the public library which includes a tour of the various parts of the library. Students make a chart showing the differences and similarities of their school library as compared with the public library. Students are given public library cards to take home and have completed so that each one might become a member of the public library.

RESOURCES:

School library and staff - public library and staff

FOLLOW-UP ACTIVITIES:

Students report on books obtained from the public library and the school library.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Comprehension - Getting the Facts

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To apply the decision making process to the study and selection of careers. To know that atenative career choice would be based on attitudes, values, interests and requires in depth study.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Career Awareness

To realize that hobbies and interest may lead to a vocation. To recognize that an individual maybe suited for numerous different occupations.

ACTIVITIES:

Students discuss together their special interest and hobbies. They are asked to choose one particular job that they are interested in. Students are given an opportunity to choose 1 job card from 100 cards in a Job Box. Students read their card silently and learn as much as possible about the job described on the card. Students role play their Job Card without giving the name of the job. Other students try to guess what job he is acting out. After the job has been guessed, the student gives the important facts about that job to the class: a. work involved b. salary c. educational background d. other qualifications.

RESOURCES:

The Job Box - Pacemaker Vocational Resource Module - Pacemaker books - Lear Siegler, Inc. - Fearon Publishers - Belmont, California

FOLLOW-UP ACTIVITIES:

Students find out more about their job by interviewing someone in the community who works in the field he/she is interested in.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Motivation to Read

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

To develop healthy work habits.

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Career Awareness

To know that much of one's total life routine is organized around the work one does.

ACTIVITIES:

Several students take a poll to determine the occupation most popular within the class. Students tabulate the votes and decide on the winning occupation (for example - truck driver). A representative from a local trucking firm visits the classroom. He discusses the jobs involved and distributes manuals used within the industry for students to examine. He points out the significance of reading to the truck driver, terminal manager, secretaries, etc., by having students read excerpts from the trucking manuals and by discussing other important reading matter to the driver - as maps, signs, directions. Students ask questions about the trucking business. The resource speaker also points out advantages and disadvantages of choosing a career in trucking. The students wrote thank you's to the speaker.

RESOURCES:

McClean Trucking Company (Representative)

FOLLOW-UP ACTIVITIES:

Several students interview their fathers or acquaintances who are truck drivers and report back to class. If not possible, solicit the assistance of a local trucking company .

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Communication Skills - listening, writing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop self-confidence in the pursuit of an anticipated career choice.

Attitudes & Appreciations

To appreciate all forms of work.

Career Awareness

To realize that workers need some kind of special training and knowledge for most jobs. To recognize that there are many training channels directed toward job entry.

Economic Awareness

To understand that some workers produce goods while others produce services. To know that most people spend their lives serving or in the service of others.

ACTIVITIES:

Students discuss different course of study choices to be made by high school students: vocational, college preparatory, general, and business. Students are asked to consider the area vocational school and to list the occupations they would expect to find there. A field trip is planned to the community vocational school with the students visiting with classes they're most interested in, staying several minutes in each. They ask questions, talk to students enrolled in the classes, observe the students at work and become, "one of the class" for a short time. A group discussion of the facility as a whole and what it has to offer is carried out by a representative of the school. Each student elects to become a member of one of the following groups: a) one group of students gives a series of brief reports back to the class of the classes they visited, such as auto mechanics, welding, practical nursing and etc. b) another group of students works on a large manual for display in the classroom of the vocational classes visited at the school. c) this group of students "role play" for the class several of the vocational classes visited.

RESOURCES:

Community vocational school, long strips of wide paper (bulletin board or poster paper) colored pens, magic markers.

FOLLOW-UP ACTIVITIES:

Students may be given a True-False quiz concerning activities involved in the vocational school courses - jobs or services being performed, and etc.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Vocabulary Building and Comprehension

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his own actions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To acquire the basic skills and habits found in the working world.

Career Awareness

To know the jobs necessary to maintain the community.

ACTIVITIES:

Students discuss the proper methods of obtaining a driver's permit and finally a valid South Carolina Driver's License. Each student is given a S. C. driver's handbook. Over a period of several weeks, students are divided into groups and given certain chapters to study in the handbook. Each group then brings to the whole class the important rules brought out within their chapters. Students study various signs used on S. C. Highways and learn what each sign means. A highway patrolman visits the classroom and emphasizes the role he plays in regard to S. C. Highway safety. Students take a simulated driver handbook test to reveal their knowledge of the driver's handbook.

RESOURCES:

South Carolina Highway Department - driver's handbooks

South Carolina Highway Patrol

FOLLOW-UP ACTIVITIES:

Students take the South Carolina driver's handbook test to get their driver's permit. Students develop a bulletin board of good driving rules.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Locating Facts - Verbal Communication

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To recognize the vital importance of each family member.

Attitudes & Appreciations

To understand the importance of each individual in the function of the home/family unit as well as the school or social setting.

Career Awareness

To know the jobs of home members and school personnel.

Social Awareness

To realize that an individual's work affects his standard of living.

Economic Awareness

To identify within the home unit: what is available, needed, wanted, luxury.

ACTIVITIES:

Students discuss and list the different jobs that they can mention with their community on a large chart within the classroom. Students formulate a series of questions to use in interviewing their own parents about their particular careers. Students fill out a questionaire on one of their parents during a home interview. Student's discuss their parent's jobs and how they affect their home life. Students choose several parents to come to school as a group to discuss their occupations. Students are able to ask questions to all parents present. Later students role play their parents jobs, not only in the career aspect but in home management, emphasizing the responsibility of parents in providing for the family needs.

RESOURCES:

Parents

FOLLOW-UP ACTIVITIES:

Each student participates in a panel discussion on the advantages and disadvantages of their parent's jobs.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Reading Catalogs

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To apply the decision making process to home and social problems.

Economic Awareness

To develop the concept of financial management. To take notice that the major reason most people work is money.

ACTIVITIES:

Students discuss the inflationary trends of our country and the higher prices of goods today. Each student brings at least one catalog to class; such as Sears, Penneys, Alexanders, etc. The class studies the general makeup of store catalogs, as the index, charts, price lists, and how goods are made to appear desirable to the consumer. Each student is given $20.00 in play money. He is asked to buy one gift for each member of the family with his/her $20.00. He may spend only $20.00. Students compile a list of their purchases and the costs of each item. They fill out the purchase form located in the catalog as if they were planning to order from the catalog.

RESOURCES:

Catalogs - play money

FOLLOW-UP ACTIVITIES:

Students visit department stores and check prices on items they placed on their purchase lists.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Facts and Opinions

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis as well as in a group.

To be aware of individual capabilities and limitations.

Attitudes & Appreciations

To know that the ability of perceive the environment affects ones attitudes towards work.

Decision Making

To apply the decision making process to home and social problems.

Social Awareness

To be able to accept criticism and direction to assume responsibility.

ACTIVITIES:

Have a discussion of the meanings of facts and opinions. Students are given a mimeographed sheet of 20 or more statements. They must distinguish between facts and opinions by placing an F for fact and O for opinion beside each statement. Students bring in a list of 5 fact statements and 5 opinion statements heard at school the previous day. Students exchange papers and decide if their classmate's papers are correct. Student's names are placed in a box and one name is drawn everyday to be "Personality of the Day." Students make 10 positive statements about the person while he has gone out of the room. The statements are placed on a chart to remain in the room for a week. Students decide whether each statement is a fact or an opinion. The "Personality of the Day" wears a badge to help promote a healthy self concept with each student.

RESOURCES:

School Environment

FOLLOW-UP ACTIVITIES:

Continue the "personality" activity but only on a weekly basis - "Personality of the Week"

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Critical Thinking - in reading

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To recognize that all decisions have a cause and affect.

Social Awareness

To understand that all jobs are dependent upon other jobs.

ACTIVITIES:

Talk about the different commercials on T.V. Each student tells his favorite commercial. Ask students this question - Why do we have commercials on T.V.? Students discuss the concept critical thinking as it applies to T.V. commercials. Students answer questions on a mimeographed sheet on 1 popular commercial seen by students on T.V. For example - "Pet Milk Commercial" 1) Do you like the Pet milk commercial? 2) What about the commercial makes you like or dislike it? 3) Does the commercial make you thirsty for a glass of milk? 4) Is Pet milk the only kind of milk you can buy in the store? 5) Do you think that Pet milk is better than the other types of milk as Sealtest, Coburg, Bordons, just because they say it is on the commercials? Why or why not? Students work in groups to develop their own T.V. commercials for their favorite products.

RESOURCES:

Television

FOLLOW-UP ACTIVITIES:

Through the year, students make a list of their favorite commercials on T.V. and how they think these commercials affect their purchasing of the products.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Listening Skills - Increasing Sight Word Vocabulary

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To realize that work means different things to different people.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

ACTIVITIES:

Students take a survey to determine the "Top Ten" popular songs at junior high. Several students bring popular records to class. Each student writes the words to the songs from listening to the record played in short segments. The record is played 2 or 3 times. The students talk over the words and correct their own papers by listening to a final playing of the song, while one student writes the correct wording on a chart. The students sing the song along with the record while following the words on the chart. The students collect all the words to songs in a folder and from time to time they sing the songs. The class discusses any new words in the songs. Several students volunteer to search for information about a favorite singer or musical group. Students role play one of the following: disc jockey, popular singer, talent scout, etc.

RESOURCES:

Popular records, record player, chart paper (materials)

FOLLOW-UP ACTIVITIES:

1. Students may write original words to music and teach their song to the class
2. Students may visit a radio station to see a disc jockey at work.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Reading for Pleasure - Getting the Main Idea

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that every individual can learn to perform adequately and can contribute in a variety of situations.

Decision Making

To be competent in the verbal and written analysis of alternatives.

Career Awareness

To realize that hobbies and interests may lead to a vocation.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

Students are assigned book reports. Each student is allowed to browse in the library and pick a book to report on. The students are given at least 10 minute silent reading time a day in class to read their library books. A display of book jackets is borrowed from Librarian and available for students to examine. The students are asked to give book reports in original illustrated book jacket form. The reports are displayed. The students discuss who the author and illustrator of a book is and the skills necessary for the work involved. A judge (Librarian, English teacher or Principal) selects his/her choice for the most original book jacket. A blue ribbon is awarded along with a small prize. Several honorable mention ribbons may be awarded also.

RESOURCES:

Library books, materials - construction paper, crayons, pens, magic markers

FOLLOW-UP ACTIVITIES:

Students read other books by the same author - role play interview with authors of books.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Reading Tables

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To acquire the basic skills and habits found in the working world.

Economic Awareness

1. To comprehend the tools of business (e.g., to be able to read and interpret tables,graphs, charts used by a consumer.

2. To understand that some workers produce goods while others produce services.

ACTIVITIES:

Students discuss what a table consist of and how tables are used today. Each student brings to class a table he/she finds in a book, magazine, encyclopedia, etc. Students discuss in small groups their tables and the exact information that the table provides. A mimeographed table is given to each student. He/she answers questions concerning the use of the table. For example - a table found in Consumer Report on Domestic cars and how they compare with each other on various aspects of purchasing cars. Students discuss the table and how it could influence consumers in purchasing new automobiles.

(Example)
Domestic Cars

Make	Delivered Condition	Warranty Repair	Parts in Reasonable Time	Reasonable Charges	Service Dept. Treatment
AME	-	-	A	*	A
Buick	A	A	*	A	*
Ford	A	A	*	-	*

Key: *-better than average; A-average; - worse than average

Questions:

1. From which car dealers would you get parts quicker for needed repair work?
2. From which dealer would it be harder to get parts within a reasonable time limit? etc.

RESOURCES

Magazines, books, encyclopedias, etc.

FOLLOW-UP ACTIVITIES:

Students formulate a table of their own on popular "pop" records.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Word Recognition

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit. To learn to analyze working rules according to advantages and disadvantages.

Career Awareness

To relate home and school jobs to community functions. To know the jobs necessary to maintain the community. To appreciate the fact that customs, traditions, and attitudes of society affect the world.

ACTIVITIES:

Students bring from home a newspaper. After being given several minutes to browse through the papers, the students study the different parts of the paper, what they can find, and where to find it. Students are given the assignment to find certain information from their newspapers for several days. Ex. - some local news, an interesting job advertisement, a bit of humor, a tragic or serious bit of news. Students report their findings to class each day. A reporter from a local newspaper (or maybe a high school paper) comes to discuss his job with the class. Students take a field trip to visit a local newspaper office and see the different jobs involved in the production of a newspaper.

RESOURCES:

Newspapers, reporters, newspaper office

FOLLOW-UP ACTIVITIES:

Students put together a class newspaper with reporters, editors and etc. (all students to participate) paper can be run off and sold to other classes.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Alphabetizing

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To learn that human relations skills are as necessary as computational skills.

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Social Awareness

To realize that society is dependent upon the work of many people.

Economic Awareness

To understand that some workers produce goods while others produce services.

ACTIVITIES:

Students discuss the rules of alphabetizing a simple lists of words to alphabetize. Students alphabetize the names of students in their classroom. All students bring to class an old telephone directory. Students discuss how names are arranged in alphabetical order in the directory. Students find the phone numbers of their neighbors and friends. Students discuss other information that can be obtained from the phone directory (yellow pages -etc.) A Southern Bell Representative visits the classroom and shows a film on proper methods of using the telephone. Students may visit the telephone company.

RESOURCES:

Southern Bell Telephone Company - Directories

FOLLOW-UP ACTIVITIES:

Students work in teams of 2 to practice answering and receiving phone calls.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Sequence

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To recognize and accept others decisions.

Social Awareness

To understand the need for cooperation and completion of tasks.

To understand that personal relationships with fellow workers are important to job satisfaction.

ACTIVITIES:

Students are asked to bring one comic strip from a newspaper or magazine to class. Each student cuts his/her comic strip into segments and numbers the back of each statement in order. He rearranges these segments on his desk for another student to arrange in sequence. Students work in the Basic Reading Skills Workbook on pages dealing with sequence of sentences and paragraphs. Students are divided into small groups and either write an original story or comic strip in chart form so that it can be cut into segments. Groups exchange their work and place in sequence.

RESOURCES:

Newspaper - Comic Books - Basic Reading Skills (or any other reading workbook)

FOLLOW-UP ACTIVITIES:

A group of students present a brief play with the short acts out of sequence. From the remainder of the class, a second group is picked.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Following Directions

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his own actions.

Attitudes & Appreciations

To develop healthy work habits.

Educational Awareness

To acquire the basic skills and habits found in the working world.

ACTIVITIES:

Students are given the following directions - Test - a printed sheet, 1st line reading - Do Not begin this test until you've read the entire page. Then a series of instructions, the last point being, do not answer any of this test. Turn your paper over and watch the others. This demonstrates in a fun way the importance of directions and reading them. Each student brings to class some project model, recipe, or etc. with printed directions to follow. The students construct, repair, or make something using only these printed instructions. Students display their finished products for other classes to view. Students are given units of work to complete in the following directions book of the Specific Skills Series of Barnell Loft. The students develop directions for their classmates to follow in various situations such as training a dog, learning to drive, making a hero sandwich.

RESOURCES:

Barnell Loft - Specific Skills Series, following directions, models, recipes.

FOLLOW-UP ACTIVITIES:

Students go on a Scavenger Hunt in the classroom by following printed directions.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Map Reading

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Decision Making

To apply the decision making process to home and personal problems.

Educational Awareness

To know that school is a job which requires certain basic skills for success.

Social Awareness

To understand the need for cooperation and completion of task.

ACTIVITIES:

Students discuss some trips they have made with their parents and how road maps were used. Each student is given a U. S. road map. A thorough lesson on using a road map is given, including: a) using a map key b) symbols and their meanings c) travel hints d) any other information on the map. Students are given a mimeographed work sheet which tests the students knowledge of the road map. Students are divided into small groups and are asked to plan out a week's trip for a family, marking it on the map listing all information that the driver will need for departing. Students evaluate each others trips and decide on which group planned the best trip. (This activity may be done individually)

RESOURCES:

Maps

FOLLOW-UP ACTIVITIES:

Students are given a map of another county and answer questions concerning the map.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Understanding & Following Directions
Writing Autobiographies

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To develop a realistic self-perception of individual abilities as they relate to career choices.

Decision Making

To know and practice the components of decision making to apply the decision making process to the study and selection of careers.

ACTIVITIES:

Students spend several days learning about different jobs and occupations. They view short film strips on several of these (Career Ed. films). Guests visit class and discuss certain vocations. Students study how to write an autobiography and how to fill out a simple application form. The importance of making a good impression on the prospective employer with a good autobiography is discussed with the class. Students decide upon one of the jobs that seems most desirable to them. Students fill out a brief mimeographed job application form (teacher can make up questions to be answered). Then students write a short autobiography to be attached to the application. The application is turned into the teacher and she either accepts the student's application and hires him/her or returns the paper with written suggestions for improving it.

RESOURCES:

Filmstrips, resource speaker

FOLLOW-UP ACTIVITIES:

Students apply for part-time jobs or summer work.

GRADE OR IGE UNIT: 7th

SUBJECT: Remedial Reading

EDUCATIONAL CONCEPT: Word Recognition - Creative Writing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone differs in their attitudes, individual abilities and aspirations.

Attitudes & Appreciations

To be competent in the verbal and written analysis of alternatives

Decision Making

To acquire basic skills and habits found in the working world.

ACTIVITIES:

Teacher reads aloud to the students several short "student written" creative writings such as those from Scope Magazines. Teacher asks for definition of "Creative Writing", and discusses the meaning with the class. Students are given an open-ended story or play to read orally and discuss a variety of possible endings offered by members of the class. Students do a creative writing incorporating various words written on the blackboard. For example- a Halloween or Ghost Story, several posters or pictures of monsters, etc. are hung on the walls in the room. Words such as erie, ghastly, horrible, bloody, etc. are written on the board and identified by the class. You may use a seasonal theme - Spring, Fall, Winter, or a holiday theme-Christmas, Easter, St. Patricks Day and so on.

RESOURCES:

Scope Magazines, action plays

FOLLOW-UP ACTIVITIES:

Students work in a "creative writing" learning center adding stories throughout the year.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Self-Defense

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To be aware of individual capabilities and limitations

Decision Making
To know that a tentative career choice should be based on attitudes, values, and interests and requires in depth study

Educational Awareness
To recognize and acknowledge the fact that workers need some kind of special training and knowledge for most jobs

Career Awareness
To recognize that an individual may be suited for numerous different occupations

Social Awareness
To appreciate the fact that customs, traditions, and attitudes of society affect the world of work

ACTIVITIES:

In recent years there has been an expressed interest in the rising crime rate and the art of self-defense. After some instruction in the art of self-defense, either by the instructor or someone who was invited in, have the students relate to other forms of self-protection (bring examples, if possible); example: spray can of mace, electric shock sticks, etc.

Possibly have the student design some safe, but effective, self help method that they know of; example: vinegar in squirt gun, and display them at school. Discuss where there are places one can go for instruction in self help; example: Karate, Judo, Y.M.C.A. classes. How these jobs help people, where protection devices are made, and who designs them. Have students trace a can of mace from the idea stage to the market, and discuss the people involved (jobs).

RESOURCES:

FOLLOW-UP ACTIVITIES:

Have an evening clinic for the community and show the parents what the students have learned in self-defense. Have the students' ideas on protection devices on display.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Summer Activities

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To develop self-confidence in the pursuit of an anticipated career
- To develop a realistic self-perception of individual abilities as they relate to career choices

Attitudes & Appreciations
- To learn to analyze working roles according to advantages and disadvantages

Decision Making
- To apply the decision making process to the study and selection of jobs
- To understand that career development requires sequential series of choices

Educational Awareness
- To acquire the basic skills and habits found in the working world

Career Awareness
- To recognize that an individual may be suited for numerous different occupations

Social Awareness
- To know society provides rewards for work

Economic Awareness
- To understand the law of supply and demand
- To apply knowledge of economic responsibilities to career decisions

ACTIVITIES:

Toward the end of the year, students usually are beginning to look for summer employment. This would be an excellent place to emphasize and to put into practice the career opportunities you have stressed during the year.

The instructor should contact agencies within the community where students of this age level may possibly be hired and obtain job applications for them. This includes volunteer services also.

Discuss in class how to go about job interviews and how to fill out the application forms.
Have the students research the agencies you have contacted and make posters that describe the job briefly, the hours required, and possible pay scales. Have a Look-At-Opportunities Day in the classroom, and let the students browse around for a summer job and fill out an application.

Some agencies may wish to send their own representative and set up their own booth.

RESOURCES:

Community services or employment, City Recreation Department.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Why we wear gymwear

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To become able to achieve an innate personal satisfaction in work (the job may be school)
- To realize that if work allows a person to exercise his positive self-concept and meet his needs, then his performance will increase

Attitudes & Appreciations
- To know that the ability to perceive the environment affects one's attitudes toward work

Decision Making
- To recognize that all decisions made have a cause and effect

Educational Awareness
- To realize workers need some kind of special training and knowledge for most jobs

Career Awareness
- To recognize that an individual may be suited for numerous different occupations

Social Awareness
- To understand the need for cooperation in the completion of tasks
- To know that work is a means of developing social relationships (acquiring social status and prestige)

ACTIVITIES:

Representative from gymwear company discusses important reasons why compatible gymwear is a teaching/learning aid - for instance, safety, comfort, convenience, group control, best value, cleanliness, personal hygiene, group spirit (diminishes inferiority), modesty and versatility.

Representative may also demonstrate proper care and show students other gymwear fashions.

Use resource person to help show students the various job opportunities that are available in the gymwear manufacturing. Examples: modeling, designing, selling, advertising, etc.

Discuss possible educational and training needs.

This would be good to use the first few days before gym suits and equipment are distributed (some companies will send you a written pamphlet to be taken home to parents).

RESOURCES:

Person from gymwear company

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Self-Realization through Gymnastics

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To know that every individual can learn to perform adequately and can contribute in a variety of situations
- To be aware of individual capabilities and limitations
- To feel the dignity of self on an individual as well as group level

Attitudes & Appreciations
- To learn to analyze working roles according to advantages and disadvantages

Educational Awareness
- To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
- To realize that hobbies and interests may lead to a vocation
- To recognize that an individual may be suited for numerous different occupations

Social Awareness
- To understand all jobs are dependent upon other jobs

Economic Awareness
- To recognize that work is a way of winning economic independence

ACTIVITIES:

Arrange for a nearby college to visit your school and demonstrate tumbling and gymnastics to your classes and for community. (If this is not possible, an athletic company which specializes in gymnastic equipment may send a gymnast to your school to demonstrate on the different types of equipment available. You could use this as a clinic for your classes.)

The coach of the gymnastic team may talk with your girls about some of the jobs that her graduates do as a result of their interest in gymnastics or physical education. She should relate the educational training that is needed. She should answer questions that students have about the advantages and disadvantages of being a physical educator and coach.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Students are given an opportunity to participate in a tumbling and gymnastic demonstration for parents and friends. The demonstration is used to show the methods the teacher uses in the class to develop from the simplest stunts to routines on trampoline, balance beam, uneven bars, and floor exercise. (All students interested should be used)

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Athletic Training in the Classroom

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To know that every individual can learn to perform adequately and can contribute in a variety of situations
- To develop self-confidence in the pursuit of an anticipated career choice

Educational Awareness
- To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
- To realize that hobbies and interests may lead to a vocation

ACTIVITIES:

Discuss the need for athletic trainers in the schools and what duties consist of:
(1) Assistance for the teacher
(2) Aid for the injured player
(3) Someone who knows where to get medical supplies and which ones to get
(4) Their job is before, during and after the games or classes

After demonstration of temporary first-aid for cuts, blisters, sprained ankles, pulled muscles, and others, let the students practice on a partner. Give the students situations and a victim and let them practice. Have the students make a small trainers kit they can keep at school.

Each Physical Education class will have one or two students who are unable to participate because of sickness or medical reasons. These girls should be given the responsibility of being the athletic trainer for the class and become well versed in the art of aiding an injured student. Emphasize here that there are possible college scholarships available for athletic trainers and that colleges and schools hire personnel in this area for specifically tnat purpose.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Have the trainer at the high school come down and talk to the class about his responsibility on his job. If it is possible, have the class visit a nearby college and see a well equipped training room. Have the trainer answer questions about necessary training education, who can do this type of work, etc.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Officiating in Basketball

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that every individual can learn to perform adequately and can contribute in a variety of situations

Decision Making
To recognize and accept others decisions

Educational Awareness
To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
To know that vocational choice is determined by social, individual, and economic factors, each of which may operate independently on an individual

Social Awareness
To understand the approach needed to resolve personal conflict between one's individual and group goals

Economic Awareness
To take notice that the major reason most people work is money

ACTIVITIES:

The technique of officiating should be emphasized more on the 8th grade level because they have already had at least one year of practicing skills. Some students have a difficult time learning the rules and regulations of the game; knowing how to officiate can help a student of this caliber.

The teacher should demonstrate each signal used by an official and show the student clearly what he is looking for; example: traveling. Each student in the class should have a chance to officiate at least one game under the direction of the teacher.

Officiating also builds confidence in decision making processes, inceases interest in the game for those who may be unable to play, and builds leaders.

Ask the students to watch an official in action, either on TV or at the school and rate him as good or bad and his reasons why. Emphasize that officiating is usually a job done by men and women who hold other jobs. It pays good supplementary money other than their regular job and the time is relatively short.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Some students can be used as intramural officials.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: The careful, safe use of athletic equipment

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To help match an individual's abilities and interests with the skills and process needed in the world of work

Attitudes & Appreciations
- To recognize the vital importance of a cooperative spirit.
- To develop health work habits (dependability and responsibility)

Educational Awareness
- To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
- To recognize that an individual may be suited for numerous different occupations
- To realize that hobbies and interests may lead to a vocation

Social Awareness
- To understand the need for cooperation in the completion of tasks
- To realize that an individual's work affects his standard of living

Economic Awareness
- To understand the system of exchange of goods and service
- To understand that some workers produce goods while others produce services

ACTIVITIES:

Invite a speaker from a sporting goods company to discuss with your class the quality of athletic equipment manufactured for school and personal use. He should also bring out the cost of items and the use of each. In the discussion he may tell about the care of equipment to get the longest use. Hopefully, the students will recognize the value of the school equipment and appreciate more that equipment provided them. Safety in manufacturing and the classroom should be emphasized.

Allow students time to discuss with the speaker the types of jobs which are available in the field of equipment manufacturing, advertising, and selling. He may talk about his special training, or capabilities.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Prior to each unit taught the care and safety of the athletic equipment is explained. Students assigned in each unit to help distribute equipment and put equipment away. Student responsible for reporting any abused equipment or equipment that needs repair.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Physical Fitness

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To become able to achieve an innate personal satisfaction in work
- To understand that individuals differ in abilities, attitudes and aspirations
- To be aware of individual capabilities and limitations

Attitudes & Appreciations
- To understand that work means different things to different individuals

Educational Awareness
- To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
- To know that hobbies and interests may lead to career or vocation

Social Awareness
- To know society provides rewards for work

ACTIVITIES:

Administer the President's Council for Physical Fitness tests to your students.

Talk with your students about the need to stay active and physically fit throughout life in order to maintain a healthy body and active mind.

Have students list organizations in their community and locally that would help them achieve this goal. For example: YWCA; YMCA; Health Spa; Elaine Powers; Weight Watchers; Dance Teachers of all kinds; Women's Clubs; Country Clubs; Summer Day Camps and Programs; Church Leagues; Self-Defense Classes, etc. Most students will know someone who either is employed or is a volunteer of one of the organizations. Have student relate his knowledge of what that person does and maybe some training that is required. The teacher may add to the information.

RESOURCES:

President's Council for Physical Fitness Test

FOLLOW-UP ACTIVITIES:

Administer the fitness test again to see the improvement in students from the first test to the second testing. Point out that improvement may be from growth and development of the individual as well as the active participation in physical education activities.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: What to do in Emergencies

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To be aware of individual capabilities and limitations
- To know that every individual can learn to perform adequately and can contribute in a variety of situations

Attitudes & Appreciations
- To understand the importance of each individual in the function of home/family unit as well as the school or social setting

Decision Making
- To be able to cope with the consequences of personal decisions
- To learn to reevaluate a prior decision when new information is available

Educational Awareness
- To realize that workers need special training
- To learn that human relations skills are as necessary as computational skills

Career Awareness
- To relate home and school jobs to community functions
- To know jobs necessary to maintain the community

Social Awareness
- To be able to accept criticism and direction
- To assume responsibility
- To realize that society is dependent upon the work of many people

Economic Awareness
- To understand that some workers produce goods while others produce services

ACTIVITIES:

Sudden emergencies should be covered that require the student to think and act quickly. Such things as choking, contact with poison ivy, frostbite, mild burns, dog bite, fire in oven, grease fire, shock, national disasters, and others.

The Red Cross will send an instrctor to teach the class an entire course in first aid. During this time, emphasis could be made on how the Red Cross helps people help themselves. The students can discuss the different types of volunteer services offered by the Red Cross. Other volunteer organizations could be discussed and researched. Volunteer in Washington, D. C., United Way, Big Brother, Red Cross, Scouting, Campfire Girls, etc.

RESOURCES:

Red Cross

FOLLOW-UP ACTIVITIES:

Have students report on a volunteer service within their community.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: Health is Beautiful

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
- To learn to analyze working roles according to advantages and disadvantages.
- To realize that work means different things to different people

Decision Making
- To know that training or pursuing a career choice helps develop who a student really is

Educational Awareness
- To realize that workers need some kind of special training and knowledge for most jobs

Career Awareness
- To realize hobbies and interests may lead to a vocation

Social Awareness
- To appreciate the fact that customs, traditions, and attitudes of society affect the world of work

ACTIVITIES:

After the class has studied personal hygiene, a cosmotologist is invited to talk with the class about the proper use of makeup and the types of hair styles that compliment certain shapes of faces. She may also discuss the care of hands, nails, eyes, and skin.

The guest may have samples of cosmetics to give the students. If time permits, she may use a student to demonstrate putting on and removing of makeup.

Time is given after demonstration for students to ask questions. Have your speaker talk with students about her job, the training, and other jobs related in the field of personal hygiene. She should discuss the advantages and disadvantages of her work.

RESOURCES:

"Health is Beautiful" - created by Medial Projects Incorporated for Robert McMichael, Inc. Norwalk, Connecticut and distributed by E. R. Moore Company, Niles, Illinois

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: We need periodic health check-ups

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations
To understand the need to make a meaniful career choice (individuals are responsible for their career planning and personal values relate to life choices)

Decision Making
To know that a tentative career choice should be based on attitudes, values, and interests and requires indepth study

Educational Awareness
To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
To know that work organizations are human organizations

Social Awareness
To understand that all jobs are dependent upon other jobs

Economic Awareness
To understand that some workers produce goods while others produce services

ACTIVITIES:

Discuss with students that a medical examination will help a doctor find minor health disorders and help him to prevent serious ailments from happening. Talk about the reasons a medical examination includes a check of: (1) weight, height, physical development; (2) heart and lungs; (3) posture; (4) eyes, ears, nose, throat; (5) blood pressure and blood test; (6) urine sample; (7) immunizations and boosters.

Explain the proper way to choose a dependable doctor. Membership in the City Medical Society is a good indication the doctor has proper qualifications or the American Medical Association. Large hospitals or County Health Clinics have qualified doctors.

Discuss a visit to a doctor's office, including the personnel required to assist the doctor in the daily routine. Set up a role-playing situation with students acting as medical receptionist, medical secretary, X-Ray techn cian, laboratory assistant, medical nurse, doctor, and patient. Relate to students the training and education needed in the above vocations. Discuss some advantages and disadvantages of each.

RESOURCES:

Health and Growth - 8 - pages 46-47 and page 98

Weight and Height Machine, stethoscope, ophthalmoscope, and blood pressure gauge; area of classroom to represent doctor's office

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: Veneral Disease

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand everyone is responsible for his/her own actions
Educational Awareness
To realize that workers need some kind of special training and knowledge
Career Awareness
To know that much of one's total life routine is organized around the work one chooses
To understand that the work a man/woman does tells more about him/her that is significant in this culture than any other single item of information
Social Awareness
To realize society is dependent upon the work of many people

ACTIVITIES:

After a discussion of veneral disease in the class, a film from Walt Disney could be shown. This film can be obtained from the County Health Department. There are other films that can be obtained from the County Health Service that range in different degrees of maturity. A pamphlet that provides additional information about VD, and one that students can use for self-instruction is "VD Facts You Should Know" by Andre' Blanzaco, M. D. (Scott, Foresman). A county health representative will come out and talk to the class about how the County Health Department can be of assistance to people who suspect they may have VD. Also, how the students themselves can be of help. She/he can give them information about how she/he travels within the county to schools and also, information about services available outside the Health Department, as well as in the department itself.

RESOURCES:

FOLLOW-UP ACTIVITIES:

A visit to the County Health Department to view the work done within the clinic and the different types of jobs necessary to make this section work.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: Safety

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To understand everyone is responsible for his/her own actions
Attitudes & Appreciations
To recognize the vital importance of a cooperative spirit
To understand the importance of each individual in the function of the home/family unit as well as the school or social setting
Decision Making
To know that career decisions must correlate with one's goals in life
Educational Awareness
To understand that specialized skills lead to interdependency of jobs
Career Awareness
To relate home and school jobs to community functions
To know the jobs necessary to maintain the community
Social Awareness
To appreciate the fact that customs, traditions, and attitudes of society affect the world of work

ACTIVITIES:

Discuss with students the many different types of safety such as auto, water, gun, bicycle, and home safety. The use of why and how questions are very thought provoking. Example: What are some safety practices that might prevent swimming or boating accidents? How might many home accidents involving firearms be avoided? Who is able to assist you in the areas of safety?

Discuss some aids that people have to keep safe in daily living: safety signs, posters, guard railings, safety built in the design of equipment being operated at home; safety workers, such as policemen, crossing guards, safety engineers in factories, etc.

Have students design some safety posters for display in the classroom.

See how many jobs the students can think of that have to do with safety and what roll these people play in our society.

RESOURCES:

"Health and Growth" - (Scott, Foresman)

FOLLOW-UP ACTIVITIES:

Invite a person from the community such as a safety engineer, a construction worker, or a policeman to come in and discuss safety in their jobs and how this safety protects the workers.

A survey might be made by the class of especially hazardous places in their own community - quarries, unguarded railroad crossings, abandoned buildings, etc. and who they might talk to about restoring safety to these areas.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: Nutrition and your Activities

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To know that every individual can lean to perform adequately and can contribute in a variety of situations
- To develop a realistic self-perception of individual abilities as they relate to career choices

Educational Awareness
- To recognize that there are many training channels directed toward job entry

Career Awareness
- To comprehend that school is a job
- To know that vocational choice is determined by social, individual, and economic factors, and each of which may operate independently on an individual

Social Awareness
- To understand the need for cooperation in the completion of tasks
- To understand all jobs are dependent upon other jobs

Economic Awareness
- To understand the process of and relationship between production and distribution of goods and service

ACTIVITIES:

Discuss basic facts of nutrition: foods that are necessary for a good basic diet; vegetables, meat, milk, and bread. Poor eating habits of teenagers; how wise food decisions can make you feel, look, and do better. What makes meals appealing.

Take a look at school menues, what they are made of. Bring in the school dietitian and have her/him discuss what goes into the planning of a weekly school menu; how she/he orders food, and how much she/he orders, and how it is paid for.

With the guidance of the school dietitian, have the class prepare a week's menu for school. Also, discuss opportunities with food services. Have the dietitian tell about people she comes in contact with in her/his food dealings. What qualifications she/he needed to get her/his job and her/his training requirements.

RESOURCES:

School Dietitian - "Health and Growth" - Scott, Foresman

FOLLOW-UP ACTIVITIES:

Have an informal survey to see how many of the students have parents or other family members who hold jobs that have some connection with foods.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: Harmful Substances that Modify Behavior

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand everyone is responsible for his/her own actions
- To feel the dignity of self on an individual basis as well as in a group

Attitudes & Appreciations
- To appreciate all forms of work
- To understand the importance of each individual in the function of the home/family unit as well as the school or social setting
- To know and practice the components of the decision-making process: (1) identify the problem or situation; (2) consider alternatives; (3) consider consequences of alternatives; (4) select the best alternative; (5) implement the best alternative; (6) evaluate the results

Career Awareness
- To relate home jobs and school jobs to community functions

Social Awareness
- To understand that personal relationships with fellow workers are important to job satisfaction

ACTIVITIES:

Class is divided into groups. Each group is given a topic, (example: stimulants, sedatives, alcohol, tobacco, etc.) and questions to be answered. Questions and answers are collected into a pamphlet form to be studied by other groups. Answers are obtained through instructional materials in the classroom and school library.

Included in the pamphlet should be questions which cover reasons for the abuse of drugs and places in the community where an abuser may seek help.

After class discussion in each area, the students are asked to create a visual aid that demonstrates the dangers of the abuse of drugs, etc. The aids may issue warnings, preventions, or give information on organizations or individuals that focus on the problems. Visual aids should be displayed in the classroom to be seen by all students.

RESOURCES:

"Answers to the Most Frequently Asked Questions About Drug Abuse"

FOLLOW-UP ACTIVITIES:

Teacher discusses possible legal authorities and laws which govern drug, tobacco, and alcohol abuse on the federal, state, and local levels.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: Careers in Health

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To help match an individual's abilities and interest with the skills and process needed in the world of work

Attitudes & Appreciations
- To appreciate all forms of work
- To understand the need to make meaningful career choices

Decision Making
- To apply decision making process to the study and selection of careers

Educational Awareness
- To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
- To know jobs necessary to maintain community
- To compare and contrast local jobs to national and international jobs
- To realize that hobbies and interests may lead to a vocation

Social Awareness
- To realize that an individual's work affects his/her standard of living
- To understand that society is dependent upon the work of many people

ACTIVITIES:

In cooperation with other health units, it should be brought to the attention of the students that the things they are studying in Health could possibly become an area of vocation for them. In studying the organizations that promote public health on the local, state, and national levels, the job opportunities should be emphasized.

The student should make a booklet on the specific jobs available, what this job covers, possible pay scales, and educational requirements.

Students can write to HOPE, 2233 Wisconsin Ave., N. W., Washington, D. C. 20007 for more information about this people-to-people health foundation and its services.

A film available from ETV Network, Health Your Decision, is an excellent supplementary that shows the student possible careers in health, volunteer work in health careers in up-to-date form.

RESOURCES:

"Health and Growth" - Scott, Foresman, & Company, ETV Network, Columbia, S. C.

FOLLOW-UP ACTIVITIES:

A field trip to the County Health Department and give the students a close look at what services are available, the different jobs required to make it run, and give students an understanding of what this organization can do for people. A questionnaire for looking at different jobs within health organizations such as (1) who keeps records of births and deaths; (2) what are different kinds of workers employed in local Health Departments; (3) what is one type of work a sanitarian does?

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: Health Quackery

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand everyone is responsible for his/her own actions
- To be aware of individual capabilities and limitations

Decision Making
- To be competent in the verbal and written analysis of alternatives

Educational Awareness
- To understand that knowledge or skills which are transferable will facilitate retraining

Career Awareness
- To know the jobs that are necessary to maintain the community
- To compare and contrast local jobs to national and international jobs

Economic Awareness
- To know that most people spend their lives serving or in the service of others

ACTIVITIES:

Class discussion on Health Quackery and Health Frauds. What is Health quackery and why it exists? Types of Health Quacks: Cancer Quacks; Arthritis Quacks; Nutrition Quacks; Weight-reducing Quacks; Psychoquacks; Mechanical Quacks; Beauty Quacks; Other forms of Quackery.

Organizations that deal with quackery: Bureau of Investigation of the American Medical Association; Better Business Bureau; American Dental Association; Postal Service of the United States; Federal Food and Drug Administration.

Discussion of possible job opportunities available in the prevention of Health and Medical Quackery.

RESOURCES:

Textbook - Focusing on Health

FOLLOW-UP ACTIVITIES:

Have class prepare a list of products promoted by Nutrition Quacks. Have class prepare a list of characteristics of quackery and develop ideas into a display for the school library.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Health

EDUCATIONAL CONCEPT: What about our family?

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand everyone is responsible for his/her own actions
- To recognize the vital importance of each family member

Attitudes & Appreciations
- To understand the importance of each individual in the function of the family unit as well as the school or social setting

Decision Making
- To know that a tentative career choice should be based on attitudes, values, and interest and requires indepth study

Educational Awareness
- To recognize that workers need some kind of special training and knowledge for most jobs
- To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work

Career Awareness
- To know the jobs of home members and school personnel
- To relate home and school jobs to community functions
- To know that work organizations are human organizations

ACTIVITIES:

Have students answer on paper: Would I want my children to love me in the way that I love my parents? Do I have the right to expect my children to love me as I wish to be loved? Do I have the qualities to become the kind of parent that I would like my parents to be? What qualities does this include? What are my parents' greatest attributes? What are their weaknesses? Are their weaknesses my fault? Do I take advantage of them? What do my parents expect of me? Do I live up to their expectations? What responsibilities do I have to my own family? Am I as considerate of my brothers and sisters as I am my friends? Why? How does one continue to express the values taught by parents and family without being phony? Should I? Do I disagree with my parents? Do I communicate honestly with them? Do I love my parents? Do I know how to receive love? Why?

After students answer on paper, have class discussion with students volunteering information. Teacher points out the names of community, local, state, and national institutions that are available to the family or child for help with the family situations. (Department of Social Services, Mental Health, Child Abuse Center, Girl's/Boy's Home, Minister, School Personnel, Family Doctor). She/he may also discuss some of the duties of each institution and possible training that is needed. Give students the telephone number of the local agencies

RESOURCES:

"Who Am I" - a guide for self-introspection for student use. State Department of Education, Columbia, S. C.

FOLLOW-UP ACTIVITIES:

Student makes personal directory of community services. The book will include the name, location, and telephone of the agency. Also, a brief description of the service provided by the agency. (Possibly, a name of a person within the agency.)

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Class Tournaments

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand that everyone is responsible for his own actions
- To feel the dignity of self on an individual basis, as well as in groups

Attitudes & Appreciations
- To understand the importance of each individual in the function of the school or social setting

Decision Making
- To be able to cope with consequences of personal decisions
- To recognize and accept other people's decisions

Educational Awareness
- To know that school is a job which requires certain basic skills for success
- To realize that workers need some kind of special training and knowledge

Career Awareness
- To know the jobs of home and school members
- To know that work organizations are human organizations

Social Awareness
- To understand that personal relationships with fellow workers are important to job satisfaction
- To understand the need for cooperation in the completion of tasks
- To be able to accept criticism and direction and to assume responsibility
- To know that work is a means of developing social relationships

ACTIVITIES:

At the end of your unit of badminton, you select two girls in each class to be tournament directors for a single elimination badminton tournament. These girls meet with you one afternoon and you explain their duties as tournament directors.

(1) Selection of ten players in classroom to participate in the tournament
(2) Selection of girls to head the following committees
   (a) officials - linemen, scorers, timers
   (b) equipment - care, setting up
   (c) clean-up - putting away equipment orderly
   (d) publicity - display of tournament progression and other posters to increase interest among classes
   (e) awards
(3) Naming girls to each committee
(4) Oversee that all duties are carried out and relate any problems to the teacher

The teacher draws up tournament brackets and times for games to be played. She is the final judge on any problems that may arise.

After tournament, have students evaluate this particular job and how they may have done differently. Emphasize the need for cooperation among the different jobs in order to have a successful tournament. Point out that in any competitive sport, you have such job opportunities available. Example: Olympic Committee, High School League, Conference Leagues, etc.

RESOURCES:

FOLLOW-UP ACTIVITIES:

If possible, have winners of each class compete with winners of other classes.

GRADE OR IGE UNIT: 7th & 8th

SUBJECT: Physical Education

EDUCATIONAL CONCEPT: Student Leaders

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
- To understand that individuals differ in abilities, attitudes, & aspirations
- To become able to achieve an inate personal satisfaction in work
- To be aware of individual capabilities and limitations
- To develop a realistic self-perception of individual abilities as related to career choices

Attitudes & Appreciations
- To recognize the vital importance of a cooperative spirit
- To develop healthy work habits
- To realize that work means different things to different individuals

Decision Making
- To know and practice the components of the decision making process
- To know that training or pursuing a career choice helps develop who a student really is

Educational Awareness
- To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work
- To learn that human relations skills are as necessary as computational skills

Career Awareness
- To comprehend that school is a job
- To understand the relationships between attitudes and values and different careers

(continued)

ACTIVITIES:

A select group of girls/boys are chosen who have expressed or shown an interest in physical education and/or recreational activities and exhibit good leadership potential.

The teacher will talk with these students at first of the year about activities they will be doing and how they will be expected to help the teacher out during the year. They will be given responsibility in the classroom at the discretion of the teacher. Example: checking roll in groups or entire class; leading exercises; getting out equipment and returning it; aiding the teacher as group leaders and team captains, etc.

They would also be counseled in the area of handling interpersonal relationships during the class and how they will be expected to react and handle themselves.

These responsibilities can be invaluable learning experiences in developing citizenship as well as possible vocations in public relations, physical education, and recreational areas.

RESOURCES:

FOLLOW-UP ACTIVITIES:

Teacher can have supplemental discussions with student leaders on a weekly or monthly basis after school, or brief discussions could be held before class whenever necessary points need to be emphasized in a certain unit. Examples: How to aid an unskilled student until teacher can come help (student assistant); how to deal with a disinterested student by constant encouragement. Discuss any situations the teacher feels the leaders may come up against in classes,and how they could react. How they can handle peer relationships and their own feelings.

ELEMENTS AND ELEMENT OBJECTIVES continued:

Career Awareness

To realize that hobbies and interests may lead to a career or vocation

Social Awareness

To know society provides rewards for work
To be able to accept criticism and direction
To assume responsibility
To know that work is a means of developing social relationships
To realize that society is dependent upon the work of many people

Economic Awareness

To know that most people spend their lives serving or in the service of others

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Geometric Tempera Design

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions

Decision Making

To learn to reevaluate a prior decision when new information is available

Career Awareness

To comprehend that school is a job

Social Awareness

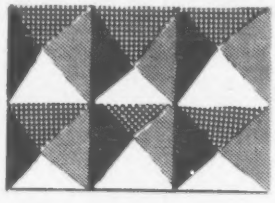
To assume responsibility

ACTIVITIES:

On a 12" by 18" flat finished mat board students will draw 1" squares. They will then decide on the placement of a point somewhere within each square. Straight lines will be drawn from the point of each square to the corners, thereby dividing the square into four triangular shapes. Movement of the dot will determine the different size of each triangle. Students will then choose four different colors and will paint each triangle with tempera paint until the entire mat board has been covered. A mono-chromatic color scheme or one involving complementary colors is suggested. Corresponding triangles in each square should be painted the same color, as illustrated here

Objectives:

1) to create a spatial geometric design
2) to experiment with color in spatial design



RESOURCES:

Slides of modern geometric paintings

FOLLOW-UP ACTIVITIES:

Large composite geometric design - each student doing a portion

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Landscape Painting - Watercolor

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions

Decision Making

To learn to reevaluate a prior decision when new information is available

Social Awareness

To be able to accept criticism and direction

ACTIVITIES:

Students will create an outdoor landscape painting in watercolor. A demonstration of watercolor techniques such as: wet-on-wet, wet-on-dry, dry-on-wet, etc. will be given.

Students will be cautioned concerning the specific characteristics of watercolor as a painting media - its opaqueness and quickness to dry.

The primary objective in these paintings will not be for a realistic rendering but rather an expressive and more personal one. Robert Mills will be invited to attend the class, and students will have a chance to talk with him and view his watercolors. Paintings from the Expressionist and Post-Expressionist Period will also be on display and this term "Expressionism" will be defined and discussed. Each student will meet individually with the instructor for a formal discussion and criticism of his work at some time during the painting process.

RESOURCES:

Robert Mills, Expressionist, Post-Expressionist Paintings

FOLLOW-UP ACTIVITIES:

A field trip to the coast for more watercolor paintings.

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Still-life painting

ELEMENTS AND ELEMENT OBJECTIVES:

Self-Knowledge

To develop pride in one's work

Decision Making

To know and practice the components of the decision making process:

1) Identify problem or situation
2) Consider alternatives
3) Consider consequences of alternatives
4) Select the best alternative
5) Implement the best alternative
6) Evaluate the results

ACTIVITIES:

Students will do a tempera painting of a given still-life arrangement. A realistic rendering of the objects will be attempted and detail will be emphasized. Throughout the painting experience, students will confer with each other and with the instructor concerning their paintings. Students should personally evaluate their work in terms of: composition, use of color, application of paint, and realism shown.

Following the completion of the paintings a class critique will be held.

Objectives:

1. Fill the paper
2. Use correct proportion in drawing the still-life objects
3. Mix tempera paint to achieve realistic colors
4. Apply paint to show objects realistically

RESOURCES:

Paintings by Courbet, Rembrandt, color charts

FOLLOW-UP ACTIVITIES:

Abstract oil painting of same still-life arrangement

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Group Project - Collage

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To recognize the vital importance of a cooperative spirit.

To appreciate all forms of work.

To realize that work means different things to different individuals.

Social Awareness

To understand the need for cooperation in the completion of tasks.

To understand that all jobs are dependent upon other jobs.

To understand the approach needed to resolve personal conflict between one's individual and group goals.

ACTIVITIES:

Students will begin this project by doing contour drawings of automobiles in the school parking lot. After the drawings are completed, students will exchange drawings and begin work on assembling materials for a collage. Torn tissue paper will be used as well as brush and ink for emphasizing lines. Students will construct collages from the drawings and will exchange drawings every day. Each day students will be faced with new problems presented in the different drawings. They will be forced to evaluate what has been done and make decisions as to what needs to be done next.

Objectives:

1) use contour method correctly
2) use color effectively in the placing of tissue paper over other paper
3) use ink to emphasize the contour of the automobiles

RESOURCES

Slides of collages

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Montage

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes and appreciations

Decision Making

To recognize and accept others' decisions.
To be competent in the verbal and written analysis of alternatives.

Career Awareness

To realize that all work contributes in some way.

Social Awareness

To understand the need for cooperation in the completion of tasks.

ACTIVITIES:

Students will view a school football game and make contour and gesture drawings of various people involved in the sport - players, coaches, referees, spectators, cheerleaders. Uniforms, megaphones, equipment, etc. will also be sketched. From these drawings a very large mural will be composed through the work of the entire class. Torn tissue paper, as well as ink and found objects,will be used to portray the images one receives while attending a football game. Each student will be involved in every aspect of the murals creation, from initial design to final applications of paper, ink, etc. If changes are to be made the group must agree on how they will be executed. At the conclusion of this group activity, students will be required to turn in a written critique evaluating their work and the success of the group.

RESOURCES:

Various slides of collages and montages done by professional artists

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Milti-Crayon Engraving

ELEMENTS AND ELEMENT OBJECTIVES:

Decision-Making:

To know and practice the components of the decision-making process:

1) identify the problem
2) consider alternatives
3) consider consequences
4) select the best alternative
5) implement the best alternative
6) evaluate the results

Social Awareness:

To assume responsibility
To know that society provides rewards for work

ACTIVITIES:

Students will do preliminary sketches of another student. These drawings will be of a full-figure seated, playing a guitar among still-life objects. Students will then choose a 24" by 36" pastel colored piece of railroad board. This will be covered entirely by crayons of different colors as students build up layers. Using their sketches as a reference, students will then proceed to engrave linear and solid areas employing nails, fingernail files, x-acto knives and plastic modeling tools.

Upon completion, these engravings will be displayed throughout the school and at one of the community banks.

Objectives: 1) to develop a well-composed preliminary sketch
2) to take time and thought to apply crayons in successive layers
3) to create effective contrasts between background color and the crayon layers
4) to employ a variety of lines, patterns, and textures

RESOURCES:

Slides of student work in multi-crayon engraving

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Halloween Masks

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To be aware of individual capabilities and limitations.

Decision Making

To recognize that all decisions made have a cause and an effect

Career Awareness

To comprehend that school is a job

ACTIVITIES:

Students will design masks for Halloween. They (the masks) will take on the characteristics of animals. Paper plates will be used as a base. Appendages such as ears, noses, beaks, etc. will be added on with paper mache. These may be painted or covered with construction paper. Feathers will be made from cut and curled construction paper and yarn may be woven into the paper plate to show fur. Masks should be colorful and creatively designed to depict specific animals. Students will then design apparel to be worn with the masks as well as taking on attributes of the animal they portray. On Halloween day students will come to class as their respective animals to be viewed and enjoyed by the rest of the class.

Objectives:
1. show correct proportion in building masks
2. use color to achieve effective animal appearance

RESOURCES:

Slides and reproductions of African masks, Greek masks

FOLLOW-UP ACTIVITIES:

Students will model animal masks and apparel at school assembly.

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Plaster relief - zoo animals

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To develop healthy work habits

Social Awareness

To be able to accept criticism and direction

ACTIVITIES:

Students will visit the zoo to do contour drawings of the various animals. Emphasis in these drawings will be placed on line quality and texture. From these drawings each student will create a plaster relief. A clay-slab negative with the impression of the animal modeled in the clay will be attached to four thick clay walls thereby making a box in which the plaster can be poured. Plaster should be poured at least one inch thick and when dried removed from the mold. A coat of white glue, shellac, or clear polymer should be given the plaster relief before staining.

Plaster reliefs should be evaluated in terms of:

1) overall design and use of texture
2) correct mixing of plaster
3) proper building of the mold
4) interesting use of color in staining the relief sculpture

RESOURCES:

"Art in Depth" plaster relief student work
materials needed - clay, plaster, shellac, glue, or polymer, wood stains or diluted oil paint

FOLLOW-UP ACTIVITIES:

3-dimensional plaster carving of zoo animal

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Perspective Drawings of Buildings

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To develop healthy attitudes toward work

Social Awareness

To assume responsibility

To know that society provides rewards for work

ACTIVITIES:

Students will receive a step-by-step demonstration of one-point perspective. Simple houses will be drawn at first. Later A-frame and split-level houses, will be shown as well as balconies, fireplaces, chimneys, and dormer windows, as students increase in their ability to comprehend drawing 3-dimensionally. Students will then be assigned a building to design and draw in 3-dimensions. Examples - a church, bank, MacDonald's, grocery store, etc. These drawings are to include landscaping and should be as descriptive as possible. The final drawing will be painted in watercolor. Objectives for this lesson will be:

1. fill the paper
2. use one-point perspective correctly
3. show landscape to enhance building

RESOURCES:

Drawings of homes and buildings done in perspective

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Multi-colored wood block print

ELEMENTS AND ELEMENT OBJECTIVES:

Educational Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

Social Awareness

To assume responsibility

To know that society provides rewards for work

ACTIVITIES:

Students will make sketches of various people to be used in a multi-colored wood block print. Students will decide for themselves which drawings to use and also what colors would be most effective for the print. The use of Positive and Negative shapes will be discussed in regards to their importance in the overall design of the print. The printing process itself will be demonstrated and talked about in length as well as the overlapping of colors to achieve other colors. Proper care and use of rollers and brayers will be shown. Students will be responsible for cleaning any art materials that they use.

One multi-colored wood block print from each student will be displayed in the school.

Objectives:

1) use of positive and negative shapes to enhance design
2) overlapping of colors to achieve other colors
3) proper use and care of materials

RESOURCES:

Various wood-block prints

FOLLOW-UP ACTIVITIES:

Field trip to Columbia Museum of Art* for "Print" show.

*If access to an art museum is not possible, perhaps a printer could visit the class.

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Art History - the life of Vincent Van Gogh

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To realize that if work allows a person to exercise his/her positive self-concept and meet his/her needs, then his/her performance will improve.

Educational Awareness

To learn that human skills (communication) are as necessary as computational skills.

ACTIVITIES:

Five students will be selected from the class to read books on Van Gogh's life and art and to gather slides, pictures, etc. They will make a formal presentation to the class concerning:

1) the Post-Expressionist period in which Van Gogh painted.

2) the important influences in his life and work.

3) his unique style of painting.

4) contributions he made to the Art World.

The instructor will assist in the presentation of material only when she believes an important concept is being left out.

Objectives: Stuients will be able to:
1) give a biographical sketch of Vincent Van Gogh
2) identify the artist's work
3) discuss a characteristic of his work

RESOURCES:

Slides of Van Gogh's work, reproductions, books on his life, book containing Vincent's letters to his brother, Theo.

FOLLOW-UP ACTIVITIES:

Landscape oil painting done in Van Gogh's style - harsh, coarse brush strokes, thick globs of paint - complimentary colors.

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Contour Drawing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To feel the dignity of self on an individual basis

Decision Making

To recognize that all decisions made have a cause and effect
To learn to re-evaluate a prior decision when new information is available

Social Awareness

To be able to accept criticism and direction

ACTIVITIES:

Students will do contour drawings of plant life. Each drawing will be unique unto itself, the creative expression of each individual student.

Throughout the art lesson, the teacher will discuss with each student his drawing-in-progress in an effort to re-evaluate what he/she has done and what needs to be done.

After the drawing process has been completed the class will become involved in a critique of all the drawings. Comparison of the drawings will not be the purpose of the critique but rather a final evaluation of each student's degree of success in this particular problem. Students are encouraged to criticize openly and discuss each drawing in terms of the specified objectives set forth:

1. fill the paper
2. use the contour method correctly
3. show a great amount of detail in drawing the plant life

RESOURCES:

Contour drawings by Matisse
Film demonstrating the contour method

FOLLOW-UP ACTIVITIES:

Mono-chromatic craypas plant life drawing

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Ceramic Slab Pot

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

Social Awareness

To know that society provides rewards for work.

ACTIVITIES:

Each student will create a clay pot of his/her own design using the slab method. The process of "wedging" the clay will be shown and must be used by each student. Slab construction through "bonding" of the clay will be demonstrated to students, and emphasis will be placed on this as the proper technique to use. Application of a slip will be shown as well as the various glazing techniques that may be used. The very important process of firing the pot will be discussed. Students will need to pay close attention to these instructions as they will be responsible for operation of the kiln at a later date. Ceramic pots made by students will be displayed throughout the school and community.

Objectives for this lesson will be:

1) Use the slab method to create a free-form pot
2) Use the bonding method correctly
3) Use slip and glazing methods effectively
4) Obtain a working knowledge of the firing process

RESOURCES:

Slides of previous student work and work done by professionals

FOLLOW-UP ACTIVITIES:

Move clay construction combining slab and coil methods

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Charcoal Portrait Drawing

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

Decision Making

To know and practice the components of the decision-making process:

1) identify the problem
2) consider alternatives
3) consider consequences of alternatives
4) select the best alternative
5) implement the best alternative
6) evaluate the results

ACTIVITIES:

Students will do a charcoal portrait drawing from a given model. Each student will approach the model in a different and unique way using his/her own instincts and abilities in the drawing process.

Students will be required to make their own decisions pertaining to the proper use of the charcoal to show different values, highlights, shadows, etc. that may appear across the contour of the face. Blending techniques will be discussed to facilitate showing the many different values.

Objectives:
1) fill the paper to achieve an interesting composition
2) show many different values by blending the charcoal well
3) show correct proportion in drawing facial features

RESOURCES:

Various charcoal drawings, value chart, proportional charts

FOLLOW-UP ACTIVITIES:

Pastel portrait drawing followed by three-dimensional clay bust

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Weaving

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness:

To comprehend that school is a job.

Economic Awareness:

To comprehend the United States monetary system. To understand that some workers produce goods while others produce services.

ACTIVITIES:

Students will each create a wall-hanging on a hand loom. The loom will be bought or built by the student, and he/she must also purchase yarn for this activity.

Flossa techniques will be demonstrated, and the student is required to use these in his/her design.

A deadline will be set for completion of the wall-hangings. If they are not completed on time, points will be taken off, and the overall grade will consequently be lowered.

Objectives:
1) create a wall-hanging using flossa techniques
2) use design elements effectively
3) demonstrate good use of color
4) overall appearance of the weaving should be as neat as possible

RESOURCES:

Slides of wall-hangings

FOLLOW-UP ACTIVITIES:

Field trip to Columbia Museum of Art* for weaving show

* If access to an art museum is not possible, textile mills or senior citizens' groups would serve as good resources.

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Wire Sculpture

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes and Appreciations

To know that the ability to perceive the environment affects one's attitude toward work to recognize the vital importance of the cooperative spirit.

Social Awareness

To understand the approach needed to resolve personal conflict between one's individual and group goals.

ACTIVITIES:

Students will do contour drawings of musicians as they appear in the school band. From these drawings students will work in groups of two to create a Wire Sculpture of the image portrayed in their drawings.

Upon completion, the wire-sculptured musicians will be combined in a concert setting.

Objectives:

1. Use wire to follow the contours of the musician and his/her instrument
2. Show correct proportion
3. Work in a harmonious way with your partner

A stage-like setting will also be designed and built by students. This will be done on a very small scale, as each musician will be about 8" in height.

RESOURCES:

Slides of wire and metal sculpture

FOLLOW-UP ACTIVITIES:

Wood caring of musicians

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GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Caricature Drawing of Famous Person

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge
To know that every individual can learn to perform adequately and can contribute to a variety of situations.

Attitudes and Appreciations
To develop an appreciation for the work one does.

Career Awareness
To comprehend that school is a job.

ACTIVITIES:

Students will receive a lecture on the term caricature - its definition and purpose in the art and editorial world. Sketches will be done from student models. Emphasis will be placed on using the imagination to distort certain features of the model in a frivolous way.

These caricatures sketches will be for practice only. From there, students will gather numerous photos of the famous person - politician, movie star, etc. that they wish to do a caricature drawing of. Again, numerous sketches will be made and different distortions will be shown. The student and teacher will discuss the preliminary drawings and arrive at a suitable idea for the final work. This final caricature will be done in pen and ink, and the cross-hatch method of shading will be employed. When using this method students should be reminded to keep the lines straight and parallel. Where darker shades are needed - more lines at various angles will be drawn. Objectives for this lesson will be to:

1. fill the paper
2. use distortion in depicting a famous person
3. use cross-hatch method correctly

RESOURCES:

Caricature drawings from editorial page, "Time," "Sports Illustrated," also various pen and ink cross-hatch drawings

FOLLOW-UP ACTIVITIES:

Caricature drawings of teachers in the school

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Abstract Painting

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work

Attitudes and Appreciations

To develop healthy work habits

Social Awareness

To assume responsibility

ACTIVITIES:

Students will choose a famous painting done by one of the great Masters of the Italian Renaissance - Rubens, daVinci, Michelangelo, etc. Using these pictorial representations they will abstract the objects shown in their respective paintings. This creative abstraction of a famous artist's work will first be drawn on a large piece of masonite board - 36" by 50" and later painted in acrylics. Students will receive a lecture on abstract art, its meaning and development and will view slides of work done by Cezanne, Picasso and Matisse, as well as paintings done in the Cubistic and Abstract period.

Objectives for this lesson will be:

1) to obtain a working knowledge of the term "Abstract Art"
2) to experience painting on a large scale

RESOURCES:

Reproductions from the Italian Renaissance, slides on Abstract Art, field trip to downtown Columbia to see the monumental painting by Blue Sky on the surface of one of the buildings

FOLLOW-UP ACTIVITIES:

Abstract still-life painting in oils

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GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Mosaic Self-Portrait

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To realize that if work allows a person to exercise his/her positive self-concept and meet his/her needs, then his/her performance will improve.

Decision Making

To be competent in the verbal and written analysis of alternatives

To recognize and accept others' decisions

ACTIVITIES:

Students will begin this lesson by taking a field trip to downtown Columbia to view the large mosaic on the SCE & G building.* Slides of other mosaics will also be shown. A lecture will be given concerning the Impressionist Period of the 19th Century and reproductions of work by Monet, Pissarro, Van Gogh and Seurat will be on display. The theory behind pointillism - that the eye will mix colors that are dotted next to each other - will be discussed and ways to achieve this effect will be noted. Students will then proceed to study themselves in a mirror to make numerous sketches of their own portrait and to provide photography from which they can work. A general outline of the individual's features will be sketched on a large piece of pastel construction paper. Students will be instructed to use very small squares of various colored paper in their mosaics. These will be glued to the larger paper in a way which will allow small areas of the paper to show through.

Objectives:
1. to use the mosaic method correctly
2. to use subtle colors that will, at a distance, mix to form skin tones
3. to apply individual squares of color in a neat manner

Following the completion of the mosaics students will be asked to give a verbal critique to the class of someone else's work. They will also be required to turn in a written critique on their respective mosaic self-portraits.

RESOURCES:

Various pointillistic paintings from the 19th Century. Slides of mosaics.

FOLLOW-UP ACTIVITIES:

A tempera portrait painting using the pointillistic approach.

*If a mosaic cannot be located in your particular setting, the use of slides will suffice.

GRADE OR IGE UNIT: 8

SUBJECT: Art

EDUCATIONAL CONCEPT: Tempera India-Ink Batik

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To become able to achieve an innate personal satisfaction to work

Decision Making

To know and practice the components of the decision-making process:

1) identify problem or situation
2) consider alternatives
3) consider consequences of alternatives
4) select the best alternative
5) implement the best alternative
6) evaluate the results

Social Awareness

To know that society provides rewards for work

ACTIVITIES:

Students will draw a still-life arrangement of exotic birds with white chalk on a strong semi-rough paper 18" by 18". Chalk lines should vary in width and details of pattern in feathers should be carefully shown. These preliminary compositions will be evaluated by student and teacher for possible improvements before the painting begins. Liquid tempera paint of a thick consistency will be used. Students should be cautioned to avoid the use of very dark colors since the final effect depends on the contrast of the colors with the dark lines. Students should not paint the chalk lines because they will be inked in later. When the painting is finished and completely dry, it will be coated with black India ink. Chalk lines should be wiped away before this is done. The paintings should then be stored to dry for several hours. The ink removal process will be supervised by the instructor. To protect the painting it should be placed on a board the size of the painting or preferably a little larger. Wet the entire drawing and then carefully start sponging off the ink.

The student with the teacher's guidance will need to decide at what point the desired effect has been reached. Objectives:

1. fill the paper
2. vary width of chalk lines
3. show areas of texture and pattern balanced by plain, quiet areas
4. effective removal of ink to show textures, colors

RESOURCES:

Color slides of stained glass windows, reproductions of paintings by Georges Roualt and Henri Matisse

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Addition and Subtraction

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his/her own actions.

Economic Awareness

To comprehend certain basic principles of our economy like capitalism, supply and demand, taxes, and money exchange.

ACTIVITIES:

1) Filling out income tax return - short form.

2) Invite a speaker from Internal Revenue Service to explain about the income tax form.

3) Let each student have a copy of a short form and fill out together.

RESOURCES:

Speaker from IRS, Copy of short income tax form.

FOLLOW-UP ACTIVITIES:

Give each student a job where they will receive a W-2 form. Let them fill out an income tax return.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Percents and Multiplication

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To know that the need for security causes many workers to keep the jobs they have.

Social Awareness

To realize that an individual's work affects his standard of living.

Economic Awareness

To identify within the home unit; what is available, needed, wanted, luxury.

ACTIVITIES:

1) Buying a house.

2) Invite a speaker to come from a savings and loan association to explain about mortgages.

3) Show them several examples of buying a house and how to figure the mortgage payments.

RESOURCES:

Speaker from a savings and loan association.

FOLLOW-UP ACTIVITIES:

Let students practice buying a house - figuring down payment and mortgage.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Subtraction, Multiplication, Percents, and Money

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interests, and lifestyle (i.e., values).

Decision Making

To be able to cope with the consequences of personal decisions.

Social Awareness

To realize that an individual's work affects his standard of living.

Economic Awareness

To develop the concept of financial management.

ACTIVITIES:

1) Buying a product on the installment plan.

2) Explain to students about buying on the installment plan and discuss the pros and cons.

3) Give class the needed information for buying living room furniture on the installment plan and let them figure out the installments, unpaid balance, and carrying charges for each month.

RESOURCES:

Ads from newspaper and information from department stores.

FOLLOW-UP ACTIVITIES:

Give several problems where the students have to figure out the installments, unpaid balance, carrying charge and then let them see the advantages and disadvantages.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Measurement, Money, and Multiplication

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interests, and lifestyle (i.e., values)

Decision Making

To know and practice the components of the decision - making process.

Economic Awareness

To identify within the home unit; What is available, needed, wanted, luxury.

ACTIVITIES:

1) Buying carpet and covering a floor.

2) As a class measure floor of classroom. Then, figure how much it would cost to cover classroom.

3) Have students measure a room at home and figure the cost of carpeting it.

RESOURCES:

Yardsticks, prices of carpet from newspaper or carpet store.

FOLLOW-UP ACTIVITIES:

Give students the problem of figuring out the cost of carpeting their own home.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Percents, Multiplication, Addition

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that everyone is responsible for his own actions.

Decision Making

To be able to cope with the consequences of personal decisions.

Educational Awareness

To acquire the basic skills and habits found in the wo.king world.

Economic Awareness

To understand the difference between the money exchange system and the barter system.

ACTIVITIES:

1) Figuring service charge on revolving charge accounts.
2) Show students how to figure the interest rates on these accounts.
3) Have a discussion on the pros and cons of these charge accounts.

RESOURCES:

Obtain information on revolving charge accounts from larger department stores.

FOLLOW-UP ACTIVITIES:

Have students select a product to buy on a revolving charge account and figure how much interest they would be paying in a years' time.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Subtraction and Division

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interests, and lifestyle (i.e., values).

Decision Making

To recognize that all decisions have a cause and an effect.

ACTIVITIES:

1) Figuring gas mileage.

2) Show students how the process works and why it is important to know.

3) Give them several problems to work.

RESOURCES:

Information from parents on the family car's gas mileage.

FOLLOW-UP ACTIVITIES:

Have students keep a record of their family car's gas mileage for a couple of weeks and then compare as a group.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Division

ELEMENTS AND ELEMENT OBJECTIVES:

Attitudes & Appreciations

To develop healthy work habits (e.g., dependability and responsibility in a variety of settings).

Decision Making

To apply the decision-making process to home and social problems.

Economic Awareness

To recognize and acknowledge the fact that basic skills learned in school help prepare a student for a life of work.

ACTIVITIES:

1) Show how to figure how long it would take to make a trip and also miles per hour.

2) Give students several problems to figure out the time it takes to travel a certain number of miles and then what the miles per hour would be given the number of miles and hours.

RESOURCES:

Problems on time and mileage.

FOLLOW-UP ACTIVITIES:

Let students plan a trip by car and have them figure how long it would take.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Percents and Multiplication

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interests, and lifestyle.

Attitudes & Appreciations

To learn to analyze working roles according to advantages and disadvantages.

Decision Making

To recognize that all decisions made have a cause and an effect.

Social Awareness

To realize that an individual's work affects his standard of living.

Economic Awareness

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

ACTIVITIES:

1) Buying a car.

2) Explain about borrowing money and interest rates.

3) Have students select a car and find out the price.

4) Have them figure out what their payments would be.

RESOURCES:

Prices of cars from dealers.

FOLLOW-UP ACTIVITIES:

Have a discussion on the advantages and disadvantages of buying a car.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Multiplication, Money, Graphs

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

To know and practice the components of the decision-making process.

To recognize that all decisions made have a cause and an effect.

Economic Awareness

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

ACTIVITIES:

1) Investing in the stock market.

2) Explain in general terms about the different markets and returns on investments.

3) Divide into groups of about four, have them choose a stock, and let them have a certain amount to invest.

4) Have them keep a day to day record for two weeks.

RESOURCES:

Daily newspapers, graphs.

FOLLOW-UP ACTIVITIES:

At end of two week period have each group plot the changes on a graph and then have class compare whose stock was the best.

GRADE OR IGE UNIT: 8

SUBJECT: Mathematics

EDUCATIONAL CONCEPT: Math Concepts of Addition and Subtraction

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand that one should continually reassess one's attitudes, interests, and lifestyle.

Attitudes & Appreciations

To develop healthy work habits.

Decision Making

To be able to cope with the consequences of personal decisions.

Social Awareness

To realize that an individual's work affects his standard of living.

Economic Awareness

To develop the concept of financial management (i.e., earning, spending, borrowing, saving).

ACTIVITIES:

1) Balance checks with bank statement.

2) Hand out filled out checks with statement.

3) Have students check off the checks with the statement.

4) Use addition and subtraction to balance statement with checks.

RESOURCES:

Banks furnish blank checks, a blank statement for an example, pens to write checks.

FOLLOW-UP ACTIVITIES:

Have a discussion on the importance of keeping accurate records.

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: The Great Depression: In a unit on the Great Depression the term "stock market" is used over and over. Very often the student is able to explain the role of the stock market in the depression but is unable to do such practical things as read the stock market page from the local newspaper.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

Economic Awareness

To comprehend certain basic principles of our economy.

To comprehend the tools of business - e.g., to be able to read and interpret tables, graphs, and charts used as a consumer. In this case, it would be the stock market page in the local newspaper.

ACTIVITIES:

1. The student first needs to be familiar with this time period through reading in the social studies textbook and/or class discussions.
2. The second step might be to have each student bring in the stock market page from the newspaper and discuss such terms as shares, high, low, close, Dow-Jones averages, exchange, broker, etc.
3. Next teach the students how to read the stock market page and discuss how you would go about buying or selling shares of stock.
4. After they are able to read the page then play a game with them. Announce on Friday that next Wednesday each child will be able to buy some stock and that in the meantime you want them to decide what company they want to buy into and how many shares they plan to purchase. Encourage them to start watching the stock market page and see if it goes up or down.

   In class Wednesday explain to each student that you have given them an imaginary $500 to buy stock with. Let each student figure how many shares they wish to buy and compute the total cost. On notebook paper they will need to tally the costs of these shares. This game will last 2 weeks, and in that time they may buy or sell as they wish. Every day allow the first ten minutes of class for buying, selling, or just checking the stock market page. If a transaction is made, remind them to bring their tally sheet up to date. (see back of sheet for continuation of activities)

RESOURCES:

1. Resource material on topic (The Great Depression)
2. Copies of stock market page from local newspaper.

FOLLOW-UP ACTIVITIES:

At the end of this study the class as a whole might want to purchase one or several shares of stock. They could collect money from the class. At the end of the year the stock would be sold and the profit distributed among those who gave money.

ACTIVITIES (continued)

If the students have studied graphs in math, this would be a good time to plot the daily fluctuations in the stock.

Those teachers in Columbia could also encourage their students to call a recorded free information number regarding the trends of the stock market. It is called the Market Monitor, 252-0367.

At the end of the two weeks, have each student make a final tally and see if anyone made any money, or if they lost any.

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: The Great Depression: This lesson plan is part of the previous lesson.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

To compare and contrast local jobs to national and international jobs.

ACTIVITIES:

1. During the two week study of the "Great Depression" either invite a stock broker to the classroom, or if possible, plan a field trip to a broker's firm.
2. It would be a good idea to have the student's prepare some questions in advance that they wish to ask.
3. It is possible that this broker could give the class some advice if they plan to buy some shares of stock.

RESOURCES:

Resource person - stock broker.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: The Great Depression: During the study of the depression, I feel that it would be wise to point out that a person's economic security during such a time is often based on the career choice he has previously made. A student should be reminded that in choosing a career he must not only consider what he likes to do, but also consider what kinds of jobs will be needed in the future.

ELEMENTS AND ELEMENT OBJECTIVES:

Self-Knowledge

To know that security causes many workers to select and keep the jobs they have.

Career Awareness

To realize that the labor market causes some people to take jobs that are available rather than being able to choose their vocations.

To know the jobs necessary to maintain the community.

Economic Awareness

To apply knowledge of economic conditions to career decisions.

To be alert that technological progress and changes eliminate and create work.

ACTIVITIES:

1. Ask the students to make a list of these jobs which were least in demand during the depression and explain why. They might also want to make a list of the jobs which were the most secure and explain why.
2. During a class discussion get the students to discuss their future career plans, and speculate on the continued need for these jobs that they mention.
3. Finally take a survey of the kinds of jobs which are available in your home town. Provide each group with a want ad section from a local newspaper. Ask them to first make a list of all the jobs which are available (keep a tally of how many ads for each job are listed), their requirements, and the salary. Then compare the lists you made from Activities A and B. Discuss what the students whose choices were not listed in the newspapers will need to consider doing in the future (such as changing their choice of a vocation, moving to a larger area, or going into a related area).
4. Invite someone from an employment agency to get more information about the future need for careers in your area.

RESOURCES:

1. Local newspapers for survey
2. Resource person from the employment agency

FOLLOW-UP ACTIVITIES:

Invite someone from an employment agency to get more information about the future need for careers in your area.

GRADE OR IGE UNIT: 7

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Egypt: In the study of Ancient Egypt one of the most fascinating things to study is embalming and mummification.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To know the jobs necessary to maintain the community.

To be able to compare and contrast the way careers have changed over a long period of time.

To realize workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. The student will need to read some material on this topic from either a social studies book, or from a teacher - made handout.

2. When the student is familiar enough with the ancient process, and after it has been discussed in class, then invite an embalmer to visit the class.

   I would suggest that in advance the students write 3 - 5 questions that they would like to ask him about his procession. Or, you might want to assign the students the job of taking enough notes so that they would be able to write a short composition explaining how this profession has changed over the years.

3. After the visitation and the papers have been written have an oral class discussion about the information they gained.

4. This lesson plan should last 3 - 5 days.

RESOURCES:

1. Resource material on the topic
2. Resource person - Embalmer

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Ancient Greece: A study of Ancient Greece would not be complete without looking at the development of the Olympic games. During the 3-4 week unit which we would do on this time period, our ongoing activity would be to make a film of the opening day ceremonies at the Olympic games, and to film some of the competitions which take place there. This type of activity is excellent for heterogenously grouped classes.

ELEMENTS AND ELEMENT OBJECTIVES:

Self-Knowledge

To understand that individuals differ in their abilities, attitudes, and aspirations.

To know that every individual can learn to perform adequately and can contribute to a variety of situations.

Career Awareness

To know the jobs necessary to maintain the community.

To realize that hobbies and interest could lead to a vocation.

ACTIVITIES:

1. The students will need to read some material on Olympic Games from either a social studies book or from a teacher - made handout, and understand how this one idea fits into the total unit.
2. They then need to either see a film or slides of the opening day activities at the Olympic Games. One suggestions is the state department film Jesse Owens Returns to Berlin - 40123.
3. The teacher will need to set up some teams to do research on the following topics - what sport activities take place there, what countries attend this event, what their national flags look like, the duty of the runner and his significance.
4. The students will begin working on their part for the total film. This would be an excellent activity to coordinate with the physical education department, since they could handle the training for the sports events.
5. Before any film is shot, someone from a local television station, or someone from a university or college involved in a film-making course would be invited to explain some basic techniques on making and editing films.
6. Once all the details were worked out (props, which children would be in the march of nations, who would make the flags, who would compete in the athletic events, who would be the runner, and who would make the tape to go along with the film) then the students would be transported to a local stadium and those students who are to do so would shoot the film.
7. In order to cover the cost of the film the students might want to show the film and charge 5-10¢.

RESOURCES: (continued)

1. Resource materials on topic (Olympic Games)
2. Jesse Owens Returns to Berlin (film)
3. Materials for research topics
4. Resource person

FOLLOW-UP ACTIVITIES:

In order to cover the cost of the film the students might want to show the film and charge 5-10¢.

ACTIVITIES (continued)

8. The length of this unit would be 3-4 weeks.

GRADE OR IGE UNIT: 7

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Middle Ages: During the study of the Middle Ages my class deals with three major aspects of this time period - Feudalism, the development of towns and the church.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

1. To understand that certain qualities are necessary in order to enjoy certain types of jobs.
2. To become aware of "little-known" jobs which help maintain the community.
3. To understand that our values and attitudes determine our career choices.
4. To remind students that jobs which existed during this time period also exist today.
5. To understand that a vocation's importance to the world often changes with time.

ACTIVITIES:

1. At the end of a 3-4 week study of the Middle Ages I like to take a field trip to a monastery in Moncks Corner, S. C. which is named Mepkin Abbey. By this time the students should be familiar with the medieval church and be able to compare and contrast the changes which have taken place in this institution. The details for the visit can be made by calling (803-899-3428).

2. During the visit each student will be expected to learn the answers to a list of questions which deal with the monastery, the process you go through to become a monk, and a monk's life.

3. After we return from the field trip, a debate could be staged, or you could have class discussions revolving around the topic "reasons why this vocation no longer attracts as many people as it once did."

RESOURCES:

1. Resource person at Mepkin Abbey.
2. Question sheet needs to be run off before field trip.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Industrial Revolution: At one point in our history, an individual did everything that was needed to produce an item. The result was usually a well-made item, but there were very few of them, and they were also usually very expensive. Then thanks to the Industrial Revolution and the development of trade unions, it was discovered that very often machines could do the work of some of the people and that by letting people specialize in one facet of the total product that the work could usually be done faster and more accurately.

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

To understand that all jobs are dependent upon other jobs.
To understand the need for cooperation in the completion of tasks.

Educational Awareness

To understand that specialized skills lead to interdependency of jobs.

ACTIVITIES:

1. Play a game with the students to show how the Industrial Revolution led to specialization, but at the same time dependency.
2. Directions for the game:
   a) Divide the class into two groups with an equal number of students. Tell each group that they are going to make nipsip boards (or any made up word.) Explain how to make these boards, and either write the directions on the blackboard or have a handout sheet.

      To make a nipsip board:
      1. Cut a 4-inch square piece of cardboard which will be the base of the nipsip board.
      2. Take a straight pin and push it through the center of the cardboard square.
      3. Now cut out 20 circles of colored construction paper - you need 5 different colors - and cut out 4 of each color. Each circle must be 3 inches in diameter.
      4. When the circles are completed attach them to the cardboard base with the pin.
      5. The colored circles must be arranged in the following way: red, green, yellow, blue, and white. This pattern is to be repeated 3 more times, at which time the nipsip board will be completed.

RESOURCES: (continued on reverse side of this sheet)

1. Materials for nipsip boards (scissors, cardboard, straight pins, construction paper.
2. Stencil sheet with directions for making nipsip boards.

FOLLOW-UP ACTIVITIES:

After this experiment discuss the following questions:
a. Which group made the most nipsip boards?
b. Why do you think they were able to make so many?
c. Do you think it is better to divide work or to do everything yourself?
d. What would happen if one section of workers of Nipsip Boards Unlimited went on strike?

ACTIVITIES: (continued)

3. Now explain to the class that in the first group each student is a member of the Association of Independent Nipsip Board Makers, so each student will make his own nipsip boards from beginning to end.

   The second group of students belong to the Nipsip Boards Unlimited which is a company that makes and sells nipsip boards. Each student in this group will be given one special job to do. This job can be assigned by the teacher, or one student in the group can be selected as manager, and he can assign the jobs.

4. Give each group 20 minutes to work on their nipsip boards. At the end of the 20 minutes count the number of completed boards to see which group won. Do not count those which are not finished.

5. After this experiment discuss the following questions:

   a. Which group made the most nipsip boards?
   b. Why do you think they were able to make so many?
   c. Do you think it is better to divide work or to do everything yourself?
   d. What would happen if one section of workers of Nipsip Boards Unlimited went on strike?

GRADE OR IGE UNIT: 7

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Early Man: In the study of Early Man a great deal of emphasis is placed on the fact that most of our information about this time period has been gained from work done by scientists.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To compare and contrast local jobs to national and international jobs.

To understand the relationship between attitudes and values and different careers.

To understand that certain qualities are necessary in order to enjoy certain types of jobs.

To realize that hobbies and interest may lead to a vocation.

To know the jobs necessary to maintain the community.

Educational Awareness

To realize that workers need some kind of special training and knowledge for most jobs.

ACTIVITIES:

1. Ask students to become familiar with names and duties of such scientists as archeologist, anthropologist, paleontologist. Also discuss the materials and methods these scientists use in order to find their answers.

2. A good activity sheet to use with this study is one found in the Reading Workbook The Sun That Warms - p. 112-113.

3. Set up a visitation of one of the scientists mentioned in the first activity. This can be accomplished by calling a college or university if you are near one or by calling the local Chamber of Commerce. In advance have each student write five questions that he/she would like to ask the scientist when the scientist visits the classroom.

4. Show the film Dr. Leakey and the Dawn of Man (state department film - number 12427). This is an excellent film for pointing out personal qualities which are necessary in order to enjoy this type of work and also it would be a good time to compare the work of a famous international scientist with our local scientists.

This unit should last 4-5 days.

RESOURCES:

1. Definition sheet with the names of scientists.
2. Worksheet from reading workbook, The Sun That Warms.
3. Dr. Leakey and The Dawn of Man (film)
4. Resource person - archeologist.

FOLLOW-UP ACTIVITIES:

GRADES 7 and 8
SOCIAL STUDIES

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: The American Monetary System

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To meet people who help maintain our community.

Economic Awareness

To develop the concept of financial management (earning, spending, borrowing, and saving.)

ACTIVITIES:

Once students have learned how to write checks then help them establish a bank at your school. The teacher can serve as the banker, and provide the checks by running them off on a stencil. It will be necessary to notify the teachers, canteen, and cafeteria that they might receive checks from these students. If they do, then they should bring them to you for the cash. The banker will need to meet with the students prior to opening the bank so that guidelines for the bank can be established - such guidelines might be the penalty for writing bad checks, amount required to open an account, cost of checks, cost for writing checks unless a minimum balance is maintained, and whether or not you will be able to pay interest on savings.

RESOURCES: Run off checks for students to use.

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: The American Monetary System

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

To understand the United States monetary system.

ACTIVITIES:

After seeing a film on the monetary system ask the students to pretend that they are a dollar bill. Have them think about some of the many different ways which they might be used in a single day. Have them make a list of these ways.

Setting for the activity: You are a dollar bill. You belong to an eighth grade student. This student's mother has a birthday coming up, and he/she would like to buy something for her. The student goes to a shopping center to make the purchase. The present is bought and the dollar bill is given to a clerk in the store. How do you think you might be used again?

RESOURCES: Film on monetary system

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: This is an on-going activity, which could be used all year. It could especially be stressed while talking about good citizenship.

ELEMENTS AND ELEMENT OBJECTIVES:

Social Awareness

1) To understand the approach needed to resolve personal conflict between one's individual and group goals.
2) To accept criticism and direction.

Decision Making

To recognize and accept other's decisions.

Attitudes & Appreciations

To recognize the vital importance of a cooperative spirit.

Educational Awareness

To learn that human relations skills (communication) are as necessary as computational skills.

ACTIVITIES:

1. Set aside a set time in each class for a class meeting once a week.

2. During these meetings allow the students to express their feelings about any subject. Encourage them to discuss personal things, problems at home, problems between their peers, or problems between teachers. Encourage them to express their feelings to one another about the way certain actions by their peers make them feel.

3. If you have a very sensitive group it is a good idea to have a "protection or safety" valve so that students who feel under too much pressure can be allowed to withdraw.

4. It would also be a good idea to use this class meeting to establish rules about class behavior, or to solve class problems.

5. Sometimes it might be necessary for the teacher to act as a catalyst and introduce some discussion starters.

RESOURCES:

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Development of Cities

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To be competent in verbal and written analysis of alternatives.
2) To apply decision making process to home and social problems.

ACTIVITIES:

1. This would be a good activity to do while doing a unit on cities, urban problems, or local government.

2. Present the problem to the students and ask them to describe what they would do if they were in this situation.

3. SETTING OF ACTIVITY:
Mrs. Newman and her eight children are about to be kicked out of their home in the Green Meadows area. The house they have lived in for many years has now been declared unfit for humans to live in by the city health department.

Actually the owner of the house wants to get the NEWMAN family out so that this property can be sold for a high rise apartment building. Of course, before the owner could sell the house he/she had to have the Newmans out. To accomplish this, he/she refused to accept rent for six months. At the end of this time he/she asked the Health Department to come out and inspect the property. The inspector came out, and agreed that it was unfit for humans. The house was posted and the Newmans received a notice saying they must move. What could the Newmans do if they wanted to stay . . . .?

4. Divide the class into small groups and let them discuss some alternatives.

RESOURCES: (Continued)

Perhaps stenciling the "situational setting" would prove useful.

FOLLOW-UP ACTIVITIES:

Activities Continued:

Now suggest that the students list some ways that they could bring pressure. Suggest that they also find out, through the telephone directory, the names and numbers of some agencies or departments within the local or state governments which they could call on for help. This would be a good situation for role playing.

5. Now decide on the most effective alternative for the Newmans. Try and explain why the others were discarded.

This idea was taken from Learning Magazine - October 1975, pg. 104-106.

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: American Revolution
In order to celebrate the American Bicentennial at our school, and also to raise money for the Social Studies department, our class planned to create, design, produce, and sell a "Bicentennial Plate."

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

1) To understand the system of exchange for goods and services.
2) To understand the basic principles of capitalism.

Self Knowledge

To know that every individual can contribute to a variety of situations.

Social Awareness

1) To assume responsibility.
2) To understand the need for cooperation for the completion of tasks.

ACTIVITIES:

1. First, the class members decided on the project, which in our case, was to be a decaled dinner plate commemorating the Bicentennial.

2. The students then decided which of the 3 committees they would be most interested in working on. The choices were: a) Creation and Design, b) Production, c) Selling and Advertising.

3. Each committee was then given a list of duties and responsibilities they were expected to assume (under teacher direction.)

   A. Creation and Design:
      1. These students are responsible for deciding on a design for the dinner plate. They are either allowed to create their own, or use an existing one. If they decide to use an existing one, they are responsible for getting permission from the appropriate person for its use.
      2. These students are responsible for going to talk with the company about making their own design, if they should decide to use this.
      3. These students will also be responsible for selecting the plate pattern which will be used, and will also need to procure the price of this dinnerware.

(Continued)

RESOURCES:

FOLLOW-UP ACTIVITIES:

Activities Continued:

B. Producing:
1. This committee will first need to elect a "manager." He/she will supervise the "assembly line" which this committee will later form.
2. In the early stages of this project, this committee will need to discuss the most effective way to produce this product so that the end result will be quantity as well as quality.
3. This committee will actually be responsible for producing the plate.
4. A good activity for this committee might be to visit a factory and observe an assembly line in operation, and to observe a manager.

C. Selling and Advertising:
1. This committee will need to become familiar with advertising techniques, so that they will know the most effective way to market their product. A good activity for this committee might be to meet with someone from the community who is in advertising and marketing.
2. This committee will be responsible for placing posters about the event in the school, the community, and local newspapers.
3. This committee will also be responsible for setting up a booth the night of the Bicentennial program and selling the product.
4. This committee will also be responsible for compiling a list of all debts incurred, as well as a list of the credits.

GRADE OR IGE UNIT: 7 or 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: This activity can be used for every unit studied in Social Studies (see syllabus)

ELEMENTS AND ELEMENT OBJECTIVES:

Self Knowledge

To understand everyone is responsible for his/her own actions.

Social Awareness

To assume responsibility.

Attitudes & Appreciations

To develop healthy work habits (dependability, responsibility in a variety of settings, and learning how to use time wisely.)

Decision Making

To be able to cope with consequences of personal decisions and actions.

ACTIVITIES:

For each unit of study the student is given a syllabus (or outline). They are given a set amount of work which is to be finished at a designated date.

At first the student is given an essay outline - the same number of assignments as days. Eventually they work up to an outline which requires that they complete more assignments than they have days to work on. The purpose of this method is to help the student:

(a) learn to meet deadlines.
(b) use his/her time wisely in class so that he/she can complete assignments on time.
(c) decide himself/herself - when he/she needs to do work at home so that he/she will be able to finish the syllabus on time.
(d) work ahead when possible and not wait until the last minute to complete assignments.
(e) accept the consequences if they should decide not to do the work.

This method takes time for students to be able to complete satisfactorily, and it works best with average and above average students.

RESOURCES:

Teacher made syllabus, folder for each student to keep syllabus and work in.

FOLLOW-UP ACTIVITIES:

THE SOUTHERN COLONIES

1. Be able to locate and spell correctly the 5 Southern Colonies which you have on the map.

2. When you think you can locate and spell these colonies correctly, then take the test on them. It can only be taken once. Get the test from me.

3. Do all the activities for each colony:

   A. Virginia:
      1. Answer the questions from the Virginia Folder.
      2. One of the leaders at Jamestown was John Smith - read the story about him from More Roads to Follow - pg. 157-162. Then on a sheet of notebook list the qualities which he had that made him a good leader.
      3. Make an encyclopedia report on John Rolfe - in your report be sure to tell how he was important to the colony and who he married.
      4. Read the section on Indentured Servants from FATB - pg. 78. Explain the difference between slaves and indentured servants, also tell why they did not continue to have indentured servants, and explain how our history would have been different if the Africans had remained indentured servants.
      5. Pretend that you lived in Jamestown during the winter of 1609. Write a letter home telling about the Starving Time. Remember that your home would be in England, and you would be writing to those who had remained there. To refresh your memory read pgs. 73-74 from FATB again.
      6. Make a report on the Importance of the Year 1619. Use Our Country - pg. 129, sketch the pictures at the bottom of the page, and then explain why each picture introduced something new to America. For some help see pg. 75 from FATB.
      7. Make a report on the House of Burgesses. Find out what it did for the colonists, if we have anything like it today, who were able to take part, and who the burgesses were. What new "idea" did this group introduce to the New World.
      8. Watch the film on Jamestown on Monday, November 3.

   B. Maryland:
      1. Answer the questions from the Maryland Folder.

   C. North and South Carolina:
      1. Do the questions on these colonies in the Carolina Folder.
      2. Make a report on indigo. Explain what it is used for, how it is planted, and how Elizabeth Lucas was involved. (Use Living in the U.S. - pg. 135-136.)
      3. Find the names of the 8 proprietors of S. C. Use the History of S. C. pg. 58-59 or pg. 44.

      Now find names of cities and towns or rivers and lakes in S. C. today which were named for these 8 men. See me for an article, or use a map of the state of S. C. at the back of The History of S. C.

   D. Georgia:
      1. Answer the questions from the Georgia Folder.
      2. Find a picture showing how the city of Savannah was laid out when it was built. (SEE THE PICTURE OF IT WHERE THE FOLDERS ON THE SOUTHERN COLONIES ARE). How is this colony different from the way Jamestown was arranged (see FATB -pg. 64.) Draw a picture of Savannah.

E. Begin filling out the chart on Comparison of the Southern, Middle, and New England Colonies. You may either use Our Country - pg. 160-162 or the filmstrip Life in the Southern Colonies.

GRADE OR IGE UNIT: 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: The Depression
Throughout the study of the depression, a basic theme which recurs is that the law of supply and demand effects our lives.

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

To understand the law of supply and demand.

ACTIVITIES:

1. To introduce the topic of supply and demand ask the students to name some things that they have recently bought and to also name the cost. Write these on the board. Then ask if they would be willing to pay five times as much for this product. Ask them to give their reasons. Then ask them to decide what factors determine a fair price for a product.

2. To explain how the law of supply and demand works play the following game:
   IN ADVANCE:
   make up a deck of cards with the following information -
   Pack 1 - Seller - $800 - 6 cards
   Pack 2 - Buyer - $800 - 6 cards
   Pack 3 - Seller - $600 - 6 cards
   Pack 4 - Seller - $600 - 6 cards
   Pack 5 - Buyer - $400 - 6 cards
   Pack 6 - Seller - $400 - 6 cards

   DIRECTIONS:
   a. Explain to the class that they are going to be buying or selling a motorscooter.
   b. Each student will receive a card. On the card you will find some information which will tell you if you are a buyer or a seller. The card also has the

RESOURCES: (Continued on Reverse Page)
Make the deck of cards for the game.

FOLLOW-UP ACTIVITIES:

Activities Continued:

amount of money on it that you are either trying to buy or sell the motorscooter for. (For example: if your card says Seller - $800, then you are to try and sell the motor scooter for $800 or more, and if your cards says Buyer - $400, then you are to try and buy the scooter for $400 or less.)

THE POINT OF THE GAME IS FOR THE BUYERS TO GET THE MOTORSCOOTER AT THE LOWEST PRICE AND FOR THE SELLERS TO SELL THE MOTORSCOOTER AT THE HIGHEST PRICE. THEREFORE, THE BUYER WHO SAVES THE MOST MONEY AND THE SELLER WHO MAKES THE MOST ARE THE WINNERS.

c. Shuffle the cards in the pack and give each student one.
d. Instruct the students not to tell anyone what is on their card.
e. Then have all the buyers stand on one side of the room, and all the sellers on the other side.
f. Allow the buyers and sellers 15 minutes to bargain with one another, and to try and make a deal. When they make a transaction instruct them to come to you and write it on the board. If they have not made a transaction at the end of the 15 minutes then they will either be stuck with the scooter, or they will not have an item that they had wanted to purchase.
g. At the end of the time look at the chart on the board of all the transactions and determine how many dollars above or below the price on their card each person was. This will allow you to determine the winning buyer and seller.
h. Discuss some of the following questions:
   1. How many buyers shopped around before actually buying?
   2. By shopping around did you ever loose a sale?
   3. What did you find out by shopping around?
   4. In which cases were both the buyer and seller probably the happiest?
   5. Why were some of the people unable to make deals with one another?

This idea was taken from a pamphlet entitled:
Economics: A Unit of Study - A Holt/Ealing Instructional Guide, pg. 3-4

GRADE OR IGE UNIT: 6 - 8

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: American Revolution
Today if a teacher is to hold a student's interest they must relate events which happened hundreds of years ago to similar situations today. The unit on the American Revolution in my class revolves around the many decisions the colonist of that day were forced to make.

ELEMENTS AND ELEMENT OBJECTIVES:

Decision Making

1) To know and practice components of decision making process.
2) To apply decision making process to home and social problems.
3) To understand that each decision has a cause and effect.
4) To be able to cope with consequences of personal decisions and actions.

ACTIVITIES:

1. In studying the American Revolution we approach it chronologically so that the three activities would be spread out over a 3-4 week period.

2. For each activity the student would need to be familiar with the historical event by either reading about it in a social studies text, or through class discussions.

3. Lesson Plan 6 - deals with the Boston Massacre
   Lesson Plan 7 - deals with the Boston Tea Party
   Lesson Plan 8 - deals with Paul Revere's Ride

   Each activity is self explanatory. Lesson Plan 6 is taken from an issue of Social Education. Lesson Plan 7 is taken from a Junior Scholastic Issue, and Lesson Plan 8 is teacher made.

RESOURCES: 3 activity sheets

FOLLOW-UP ACTIVITIES:

A man living in Boston awakens in the middle of the night on April 18, 1775. He hears the bells ringing in the Old North Church. He wonders what the bells are ringing for. He decides it must be a signal to let the colonists know that the British are marching. Surely if the British march there will be war. As he stands at his bedroom window that night he thinks to himself - "Well, I'm not going to fight! After all I have a job and family to think of. And who will take care of my farm. After all . . . ."

Suppose you had lived then, or that you had even been this man.
Try and answer these questions.

1. Can you add any other reasons that the man might have for not going to fight? (See if you can think of at least 2 reasons for fighting the British, and at least 2 for not fighting the British.)

2. Suppose that the man decides to stay at home. How would his decision affect the people around him?

3. Suppose that the man decides to go and fight. How would his decision affect the people around him?

4. In times of war, do men still have to make this decision? Why or why not?

5. As a citizen of a country where does your main responsibility lie - to protect yourself or to protect your country?

6. If you had been this man what decision would you have made? Why?

GRADE OR IGE UNIT: 7

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: Today students are aware that most transactions take place through the use of checks, but they often have no idea of how to go about writing a check or keeping a checking account balanced.

ELEMENTS AND ELEMENT OBJECTIVES:

Economic Awareness

To comprehend the principles of our economy such as money exchange.

ACTIVITIES:

1. Begin by talking about the development of money through a film or filmstrip. Now would be a good time to introduce new words such as barter, etc. Discuss the short comings of the barter system. Let this lead into the reasons for the development of money. Then also discuss the short comings of having to carry cash with you for every transaction.

2. On a stencil run off some checks. Teach the students how to write a check, and show them some things to beware of when writing checks.

3. Have the students construct a checkbook (the checks and a section where they can record deposits and transactions.) As an activity give them a list of 10 transactions for which they are to write checks. Give each student a set amount of money for their account, which they are to record as a deposit.

4. Now using the 10 transactions above have them balance their account. Discuss the problem of a check "bouncing", and its consequences.

RESOURCES:

Film on development of money, stencil to run off checks, materials to construct checkbook, stencil with 10 transactions listed

FOLLOW-UP ACTIVITIES:

GRADE OR IGE UNIT: 7

SUBJECT: Social Studies

EDUCATIONAL CONCEPT: This lesson plan would be used as a culminating activity for lesson plan 14.

ELEMENTS AND ELEMENT OBJECTIVES:

Career Awareness

To understand the jobs necessary to maintain the community.

ACTIVITIES:

1. Either plan a field trip to a local bank, or invite a teller or banker to the class to discuss such things as requirements for opening an account, service charges, and the penalty for writing bad checks.

RESOURCES:

Resource person - banker

FOLLOW-UP ACTIVITIES:

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